

## THE GOOD LIFE FOR ME: LOOKING INTO MYSELF

*Note: With slight modifications, each of these lessons may be used as a single activity. They are “bundled” because of their inter-relatedness. In addition, the Student Thinking Papers and PSC Resources may be used to supplement other lessons teaching related MCGP Concepts.*

**Purpose:** In these 3 lessons, students explore ways in which schoolwork, work habits, and personality traits are relevant to present and future choices. Self-assessments are completed, and the results used to help students identify their present interests and abilities. They have an opportunity to apply this information to current personal goals for the present and future.

**PSC Note:** *While it is important for students to learn about their interests/abilities and the application of the information to the World of Work (W.O.W) as a guide for their initial explorations, it is equally as important to convey the reality that their interests/abilities are likely to change in the future. It is easy for misperceptions about exploration of the W.O.W in elementary schools to lead to the perception that students are being tracked, even though the opposite is true: the goal is to expand students’ awareness and understanding about themselves and careers.*

*A word about vocabulary: The words “career”, “occupation”, “job” and “work” are recurring words in Career Development. It is wise to introduce students to the subtle differences among the words. An easy way to remember the difference is: An **individual has a career** (e.g., an educator) which includes more than the work he or she does; the **world of work has occupations** (e.g., teacher) and **workers have jobs** (e.g., 4<sup>th</sup> grade teacher); job tasks are the **work of workers--WOW** (a 4<sup>th</sup> grade teacher teaches 4<sup>th</sup> graders about mathematics). While this distinction is not critical at this point in students’ lives, it will be helpful as they develop an increasingly complex understanding of the world of work and workers (W.O.W.).*

*These lessons are closely related to the activities People Work for Many Reasons (CD.7.A); Thinking About Working Conditions (CD.7.A.) and Personality Profiles (CD.9.A).*

**Time:** Four 50-60 minute lessons      **Group Size:** Whole Class or Small Group      **Grade Level:** 4-6

**Lesson 1: The Future is Near!** *Students learn the definitions of ability, aptitude, talent and interest and discuss the role of these personal characteristics in planning for the future. Imagined possibilities are explored. (May want/need to divide this lesson into two parts.)*

**Materials:** BIG calendar page for this month **fifteen (15) years from now** with today’s date circled in red (See Hook)

**Lesson 2: The Future is Getting Closer!** (Continuation of Lesson 1)

**Materials:** large pieces of chart paper (one for each group in Step ) Student Thinking Papers: [\*I Can Imagine Future Possibilities\*](#) & [\*A Comparison of 2 Occupations \(Venn Diagram\)\*](#); Psc Resource: [\*Sample Chart For Comparing Characteristics of workers in occupations\*](#)

**Lesson 3: My Future: It’s All About Me!** *Students complete a self-assessment of the activities they like to do (or would like to do) and the activities they can do (or want to learn to do) and identify Career Pathways that fit their personal characteristics. The underlying focus is self-advocacy.*

**Materials:** Facsimile of a crystal ball; Student Thinking Papers: [\*All About Me: I Like To...\*](#) & [\*All About Me: I Can...\*](#); Student Thinking Paper/PSC Resource: [\*Career Paths\*](#)

**Lesson 4: The Good Life..For ME** *Students use self-assessment information to identify the Career Paths into which their interests and abilities fit*

**Materials:** Student Thinking Papers: [\*The Good Life for Me: Looking Into Myself\*](#) & [\*Applying the Results of Looking Into Myself\*](#) (download additional Career Path information from the Guidance eLearning Page ([www.mcce.org](http://www.mcce.org))).

**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:**

**Career Development Domain**

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

**Link to Sample MCGP Units/Lessons** (Note: this listing does not include all possible related Units/Lessons—they are merely examples of how the activity fits with the MCGP Guidance eLearning Units/Lessons)

4 <sup>th</sup> Grade	CD 7.A,B,C	UNIT: <a href="#">Finding My Place in the Community</a>		
5 <sup>th</sup> Grade	CD.7.A,B,C	UNIT: <a href="#">Finding My Place in the World</a>		
4 <sup>th</sup> Grade	CD.8.A.	UNIT: <a href="#">The Road to Careerville: Exploring Career Paths...</a>		
5 <sup>th</sup> Grade	CD.8.A	UNIT: <a href="#">It's Magic! Understanding...Workers in Various Careers</a>		

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

<input checked="" type="checkbox"/>	Goal 1: gather, analyze and apply information and ideas
<input checked="" type="checkbox"/>	Goal 2: communicate effectively within and beyond the classroom
<input type="checkbox"/>	Goal 3: recognize and solve problems
<input type="checkbox"/>	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)
<input checked="" type="checkbox"/>	Communication Arts	1. speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) 4. writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) 6. participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
<input checked="" type="checkbox"/>	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, <i>self-assessment</i> *) *added
	Science	
	Health/Physical Education	
	Fine Arts	

**Enduring Life Skill(s)**

	Perseverance		Integrity		Problem Solving
<input checked="" type="checkbox"/>	Courage		Compassion		Tolerance
<input checked="" type="checkbox"/>	Respect	<input checked="" type="checkbox"/>	Goal Setting		

**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:* I'm only \_\_\_\_ years old! Why do I need to learn about myself and the World of Work? I don't have any control over my future—do I??? I know what I am going to be—a professional football player—Why do I need to think about any other careers?

*PSC:* This is a tricky question—remember...all professional athletes were the age of these students at one time—talking about need for Plan B falls on deaf ears; help students, instead, focus on personal characteristics (Abilities, Aptitude, Talents, Interests, Work Habits) and academic skills (reading contracts, calculating statistics) of professional athletes. These are all transferrable skills professional athletes need to develop so no one takes advantage of them.

*Engagement (Hook):* See individual lessons.

## Procedures

<i>Professional School Counselor Procedures:</i>	<i>Student Involvement:</i>
<p><b>LESSON 1: THE FUTURE IS NEAR</b></p> <p><b>Materials:</b> Drawing paper and markers/crayons for students; a <b>BIG</b> calendar page showing this month—15 years in the future—with today's date circled.</p> <p><i>PSC Note:</i> Throughout this lesson, observe systematically as students work. Be aware of and make note of students' involvement in self-projection especially those students who demonstrate an inability to make appropriate projections (e.g., projections are not age-appropriate for +15years or depict violent or illegal activity). Note those who choose not to participate in discussions. Remind students of the importance of listening and thinking about other students' thoughts and ideas.</p> <p><i>Hook:</i> biiggg calendar page for current month...fifteen (15) years in the future and today's date circled in red. OH MY!! Time goes so quickly. It is already "MM/DD/YYYY"!! Ham it up...didn't you know it is no longer YYYY???? Lead them to Step 1 of Lesson 1—projecting self 10 years into the future.</p> <ol style="list-style-type: none"> <li><b>Transition to Lesson:</b> Continue the <i>Hook</i> by instructing students to close their eyes and... Imagine (allow time for students to <i>imagine</i>) Imagine what you are doing on this very date, at this very time fifteen (15) years from now. How old are you? Where do you live? What are you doing? What do you usually do during the day? What do you do in the evening? How do you spend your time during the weekend?</li> <li><b>15-Year Projection:</b> Distribute blank paper and tell students to label paper: 15Years from Now...I am ____ Years Old; fold paper into 4 sections; in each section illustrate (quick sketch/stick figures) their 15-year self-projections (give students instructions section by section; invite clarifying questions): <ul style="list-style-type: none"> <li>Section 1: Where do you live?</li> <li>Section 2: Divide 2<sup>nd</sup> section into 2 parts: (a)</li> </ul> </li> </ol>	<p><b>LESSON 1: THE FUTURE IS NEAR!</b></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> Listen/observe/project into future as school counselor holds up and talks about how quickly time flies.</p> <ol style="list-style-type: none"> <li>Put your "imagination cap" on and project self fifteen (15) years into future; listen/answer (in your head) school counselor's questions about your life fifteen (15) years from right now.</li> <li>Fold paper as instructed; continue using "imagination cap" to help you follow school counselor's directions for each section of paper. Ask clarifying questions as needed.</li> </ol>

Professional School Counselor Procedures:	Student Involvement:
<p>sketch what are you doing on this very day, at this very time (b) usual activities during day (If working, what is your occupation? If studying/going to school for what occupation are you preparing?);</p> <ul style="list-style-type: none"> <li>• Section 3: Evening activities;</li> <li>• Section 4: Weekend activities.</li> </ul> <p>3. <b>Small Group Conversations:</b> Group students in quads and instruct them to have a conversation with each other about their self-projections. Guide their group conversations with encouragement to talk about such things as: comparing present activities and projected activities, interests—now/then, world of learning (what they study) or world of work roles (how they earn money).</p> <p>4. <b>Public Sharing:</b> Invite 3 or 4 students to tell about one of their projections (e.g., weekend activities).</p> <p>5. <b>Vocabulary Development:</b> Write on the board: Ability, Aptitude, Talent and Interest. Invite students to contribute their ideas about definitions for each word. <i>PSC: FYI—the on-line version of Merriam-Webster's Student Dictionary © 2007 (Merriam-Webster, Incorporated) and the Merriam-Webster English-Learner's Dictionary define the words as follows:</i></p> <ul style="list-style-type: none"> <li>• <i>Ability: the quality or state of being able—the power to do something</i></li> <li>• <i>Aptitude: 1. ability to learn; 2. a natural ability</i></li> <li>• <i>Talent: 2. the natural abilities of a person; 3. a special often athletic, creative, or artistic ability [http://www.wordcentral.com/home.html]</i></li> <li>• <i>Interest: something (such as a hobby) that a person enjoys learning about or doing [http://www.learnersdictionary.com/search/interests]</i></li> </ul> <p>6. <b>Discuss Ability, Aptitude, Talent and Interest:</b> Briefly discuss the meaning of each word, emphasizing:</p> <ul style="list-style-type: none"> <li>• Students will hear these words more and more often as they get older.</li> <li>• One does NOT have to be born with an aptitude or talent to be successful at an activity</li> <li>• Aptitude and talent MAY make it easier to learn something new; however...</li> <li>• The right kind of practice and hard work are important factors, too.</li> </ul> <p>Invite students to give an example of something they learned to do well by working hard and practicing</p>	<p>3. Work with 3 classmates (quad = 4 students [you + 3 others]) and talk about your projections. If can't think of anything to talk about, follow school counselor's suggestions.</p> <p>4. Volunteer to tell about a projection OR listen and ask questions as others tell about their projections.</p> <p>5. Contribute to definition of at least one of the words school counselor wrote on board.</p> <p>6. Listen to/think about the meaning to YOU of the school counselor's comments about the words.</p> <p>Volunteer to give an example of a skill it took time and practice to master.</p>

Professional School Counselor Procedures:	Student Involvement:
<p>over and over (e.g., riding a bicycle, playing piano, playing soccer, drawing skills (art) or math facts).</p> <p>7. <b>Planning for Future:</b> Continue with a conversation about planning for the future, stressing such ideas as:</p> <ul style="list-style-type: none"> <li>• People often make career choices based on their abilities, aptitudes, talents and interests; thus...</li> <li>• It is important for every person to identify their abilities, aptitudes, talents and interests so he or she can make choices that fit.</li> <li>• It is important to identify the abilities, aptitudes, talents and interests of people working in occupations currently of interest in order to know what areas to strengthen or develop further;</li> <li>• What they are learning in school is important for daily living, even though those skills may not be essential to specific occupations (e.g., knowing about fractions may not be required everyday by a lawyer, however, knowing fractions helps with cooking and gardening);</li> <li>• Education is preparation for the world of work.</li> <li>• Work habits established now will most likely be the same work habits they use in their chosen careers.</li> </ul> <p><b>NOTE:</b> <i>If time permits, you may want to begin the second lesson; the transition from this lesson to Step 2 of Lesson 2 should be easy; use CLOSURE process for this lesson and collect students' projection drawings for your review; adjust succeeding lessons accordingly.</i></p> <p><b>ASSESSMENT:</b> Assessment is deferred until Lesson 2</p> <p><b>CLOSURE:</b> Tell students to turn their projection papers over and write one question this lesson and their futures brought to their minds.</p> <p>State the Essential Questions: <i>You're ____ years old! Why do you need to learn about yourself and the World of Work? You don't have any control over my future—do You??? You know what you're going to be—a professional football player—Why do you need to think about any other occupations/careers?</i></p> <p>Tell students they will hear those questions again; encourage them to think about the answers as they participate in these activities.</p> <p>Collect projection drawings</p> <p><i>Before the next lesson, review students' 15-year projections into the future for relevance and accuracy. Review questions they wrote; use information to help</i></p>	<p>7. As school counselor talks about planning for the future, relate his or her words to own life. Ask clarifying questions and/or offer clarifying comments as appropriate.</p> <p><b>ASSESSMENT:</b> Assessment is deferred until Lesson 2</p> <p><b>CLOSURE:</b> Reflecting on everything you learned in this lesson, write one question you would like to have answered about your future.</p> <p>Give projection drawing to school counselor.</p>

Professional School Counselor Procedures:	Student Involvement:
<p><i>plan ways to make future lessons relevant to their questions. Note those that require a direct answer; answer during the Hook for the next lesson.</i></p> <p><b>LESSON 2 THE FUTURE IS CLOSER!</b> (Continuation of Lesson 1)</p> <p><i>Take projection drawings to class with you; distribute during Hook.</i></p> <p><b>Materials:</b> large pieces of chart paper (one for each group in Steps 4 &amp; 5); several dark markers for each group; Student Thinking Papers: <a href="#"><i>I Can Imagine Future Possibilities</i></a> &amp; <a href="#"><i>A Comparison of 2 Occupations (Venn Diagram)</i></a>; <a href="#"><i>Psc Resource: Sample Chart For Comparing Characteristics of workers in occupations</i></a></p> <p><b>Hook:</b> As you distribute students' 15-year projection drawings, comment on the projections in general; as appropriate, correct and/or discuss misconceptions that might influence "smart thinking" about their futures. Answer questions students wrote that require a direct answer.</p> <ol style="list-style-type: none"> <li><b>Transition from Hook to this lesson:</b> Invite students to volunteer to tell the class the most important idea they remember from the previous lesson.  Introduce this lesson by summarizing their comments, filling in with key ideas they omitted (especially if they do not mention Ability, Aptitude, Talent and Interest). Explain that the focus of this lesson is matching their personal characteristics with those of the workers in a career/occupation they can imagine for themselves.</li> <li><b>Personal Characteristics of Self &amp; Workers:</b> (Note: The student thinking paper <i>I can Imagine Future Possibilities</i> is the <b>content assessment</b> activity for this lesson).  Place students in work groups of 4. <ul style="list-style-type: none"> <li>While students are getting into groups, repeat the Essential Questions: <i>You're ____ years old! Why do you need to learn about yourself and the World of Work? You don't have any control you're your future—OR do you??? You know what you're going to be—a professional football player—Why do you need to think about any other occupations/careers?</i> Ask: <b>SHOW-ME...HANDS UP</b> if you thought about the questions since the last lesson. Invite two people</li> </ul> </li> </ol>	<p><b>LESSON 2 THE FUTURE IS CLOSER!</b> (Continuation of Lesson 1)</p> <p>A Reminder to Students: Speak loudly and clearly enough for everyone to hear your great ideas. Use conventions of standard English for all writing and speaking.</p> <p><b>Hook:</b> Review 15-year projections; listen inquisitively to school counselors comments about the drawings and his or her answers to questions asked (in writing) during the last lesson.</p> <ol style="list-style-type: none"> <li>Volunteer to tell classmates the most important idea from the last lesson.  Think about an occupation/career in which you can imagine working.</li> <li>Join the work group to which you are assigned.  Listen to school counselor's questions—Participate in <b>SHOW-ME...HANDS-UP</b>: volunteer to answer on of the questions.</li> </ol>

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<p>to volunteer an answer to one of the questions.</p> <ul style="list-style-type: none"> <li>• Instruct students to recall imagination projections (Hook &amp; Step 1) and the careers they were thinking about for themselves. Students select one career/occupation they can imagine for themselves.</li> <li>• Distribute the student thinking paper <a href="#"><i>I Can Imagine Future Possibilities</i></a>. Explain the directions; invite clarifying questions.</li> <li>• Thinking about workers in their imagined careers, students are to identify a minimum of: 3 work habits      3 abilities      3 aptitudes 3 talents      3 interests, The educational qualifications</li> </ul> <p>Encourage group members to help each other.</p> <ul style="list-style-type: none"> <li>• If they have difficulty identifying any of the sets of characteristics, encourage the use of prior knowledge about the career/occupation and their imaginations to think of what the characteristics might be.</li> <li>• When they have listed the worker characteristics of a worker in their imagined occupation, instruct them to circle the personal characteristics they already possess.</li> </ul> <p>3. <b>Vocabulary Review:</b> “unique”, “in-common” and “Venn diagram”.</p> <p>4. <b>Compare Personal Characteristics:</b> (Students continue in same work groups.) When work group members have completed their thinking papers, instruct students to work in pairs (and use a Venn diagram) to compare personal characteristics of their imagined careers.</p> <ul style="list-style-type: none"> <li>• Distribute the <a href="#"><i>Venn diagram thinking paper</i></a> (or have students create their own Venn diagrams).</li> <li>• Pairs label the circles with the occupations being compared. Students work together to list the <b>unique</b> personal characteristics identified for each occupation and the personal characteristics the occupations have <b>in common</b>.</li> <li>• <b>Distribute a large piece of chart paper and several dark markers to each quad.</b> When pairs complete task, join with the other pair in their quad, identify imagined occupations of each person. On the chart paper, make a <b>list of the in-common</b> personal characteristics for all four occupations.</li> <li>• Take chart-paper list and markers to next group.</li> </ul> <p>5. <b>Combine In-Common Characteristics:</b> While</p>	<p>Select an occupation/career of current interest to you. That career becomes your personal focus of thinking paper, <i>I Can Imagine Future Possibilities</i>.</p> <p>Look over the thinking paper; ask clarifying questions.</p> <p>Complete the thinking paper with the help (as needed) of other members of their quads. Identify the occupation in which each will imagine working.</p> <p>Work together/help each other identify a minimum of: 3 work habits      3 abilities      3 aptitudes 3 talents      3 interests and the educational qualifications for each occupation.</p> <p>Circle the personal characteristics already possessed.</p> <p>3. Contribute to vocabulary review of “unique”, “in-common” and “Venn diagram”</p> <p>4. Continue in the same work group.</p> <p>Divide into pairs for first part of this activity.</p> <p>Compare the personal characteristic of each other’s imagined career. Label and complete a Venn diagram to graphically represent <b>in-common</b> and <b>unique</b> personal characteristics of the two occupations.</p> <p>When instructed to do so, join with the other pair in quad.</p> <p>Compare all 4 occupations. Generate a list of <b>in-common</b> (characteristics that are common among workers in the four occupations).</p> <p>5. When instructed to do so, join another work group to form an octet.</p>



Professional School Counselor Procedures:	Student Involvement:															
<p>student are working on tasks in Step 4 and in preparation for Step 5, <b>draw a sample chart on board</b>; (see example below and PSC Resource <a href="#">Sample Chart for Comparing Characteristics of Workers in Occupations</a>)</p> <table border="1"><tr><th>Unique Characteristics</th><th>In-Common Characteristics</th><th>Unique Characteristics</th></tr><tr><td>1</td><td></td><td>5</td></tr><tr><td>2</td><td></td><td>6</td></tr><tr><td>3</td><td></td><td>7</td></tr><tr><td>4</td><td></td><td>8</td></tr></table> <p>Join two quads to form octets; post lists of <b>in-common</b> characteristics of workers in occupations created by each quad.</p> <ul style="list-style-type: none"><li>• Give each octet a large piece of chart.</li><li>• Explain the sample 3-column chart drawn on board. Instruct students use their dark markers to replicate the chart on their chart paper; <b>in the middle column</b> (use lists created by each quartette in Step 4) <b>list in-common personal characteristics</b> of workers in the occupations identified by each member of the octet (8 total occupations). Eliminate duplicate characteristics.</li><li>• Divide 1<sup>st</sup> and 3<sup>rd</sup> columns into four cells each (8 total); each student writes the name of his or her imagined career at the top of a cell and adds the <b>unique personal characteristics of workers in that occupation</b>. (There will be overlap among the unique characteristics.)</li><li>• When complete, octets post charts.</li><li>• Give students an opportunity to mill about and read what other students have written; especially, what others have written about their own imagined careers.</li></ul> <p>6. <b>Discuss the charts</b>; pointing out similarities among the charts' middle columns. During discussion, help students gain awareness of work habits and in-common/unique personal characteristics that lead to success in each occupation. Point out:</p> <ul style="list-style-type: none"><li>• Work habits and in-common personal characteristics allow students to be successful in MANY careers.</li><li>• Unique personal characteristics of workers in occupations help individuals narrow their choices.</li><li>• It is important to explore and imagine self in many careers.</li></ul> <p><b>ASSESSMENT: Content:</b> (<a href="#">See Step 2</a>)</p> <p><b>ASSESSMENT: Personalization of Content:</b> Call students' attention to their <i>I Can Imagine Future</i></p>	Unique Characteristics	In-Common Characteristics	Unique Characteristics	1		5	2		6	3		7	4		8	<p>Post each work group's list of in-common characteristics.</p> <p>Working in octets, follow school counselor's model to create a large 3-column chart on the paper provided.</p> <p>Members of group contribute to the list of the <b>in-common</b> personal characteristics of workers in the 8 occupations.</p> <p>Each group member adds the title of his or her imagined occupation/career in one of the cells and adds <b>unique</b> personal characteristics of that occupation to the chart.</p> <p>Post charts where school counselor indicates. Mill around; observe/note similarities and differences (e.g., different characteristics listed for similar occupations).</p> <p>6. Participate in discussion—ask questions and/or make comments about the ideas the school counselor discusses. Think about the personal meaning of each idea.</p> <p><b>ASSESSMENT: Content:</b> (Step 2)</p> <p><b>ASSESSMENT: Personalization of Content:</b> Listen and reflect on the new knowledge you gained about</p>
Unique Characteristics	In-Common Characteristics	Unique Characteristics														
1		5														
2		6														
3		7														
4		8														



Professional School Counselor Procedures:	Student Involvement:
<p><i>Possibilities</i> thinking paper and the Reflection/projection section at the bottom of the page (repeated here FYI). Explain and read the sentence stems; invite clarifying questions.</p> <p>I learned I ____; I hope I ____; In the future ____; My future is ____; I want to learn more about ____</p> <p>When students finish reflections/projections, tell them to turn to a shoulder-partner and read their reflections and projections to each other; ask each other questions about dreams for future and compare similarities and differences in responses. If time permits, invite several students to read one of their sentences.</p>	<p>self and personal characteristics of workers in occupation of current interest. Ask clarifying questions. Complete the reflections and projections.</p> <p>Follow school counselors directions for talking with your shoulder-partner about the dreams each of you have for your futures.</p> <p>Volunteer to read one of your sentences to the class. If don't volunteer, listen inquisitively to what others want for their futures; compare ideas to your ideas.</p>
<p>Collect <i>I Can Imagine Future Possibilities</i> thinking papers</p>	<p>Give school counselor thinking paper.</p>
<p><b>CLOSURE:</b> Conduct a quick whip-around.</p> <ul style="list-style-type: none"> <li>Beginning with a specific person and continuing to the right (or left), each student reads one of his or her reflection sentences (Assessment: Personalization of Content). Remember: Pass-With-Responsibility option (ok to pass—must say [something like] “I choose to pass for now”).</li> <li>If time does not allow a whip-around, invite volunteers to read one of their reflections.</li> <li>Encourage students to become observers of the world of work and workers (WOW) and to begin a running record of the workers observed. Make mental or written notes about the work habits, abilities, aptitudes, talents and interests of workers in specific occupations. Encourage observation of a worker in one of the careers of interest to them.</li> </ul>	<p><b>CLOSURE:</b> Participate in whip-around OR volunteer to read a reflection. Remember: Speak loudly and clearly enough for everyone to hear great ideas.</p> <p>Think about workers to be observed; decide where to keep a running record of workers observed (e.g., small spiral notebook or special section of planner or ....)</p>
<p><i>Before Lesson 3, review thinking papers for students' accuracy in identifying the requirements of the occupations/careers they chose. Review reflections and projections for students' level of awareness about themselves and personal characteristics. Assess their use of age-appropriate conventions of standard written English and ability to articulate ideas in 1<sup>st</sup> person language. Return thinking papers during next lesson.</i></p>	
<p><b>LESSON 3: MY FUTURE: IT IS ALL ABOUT ME!</b> (Take students' completed <i>I Can Imagine Future Possibilities</i> thinking papers from Lesson 2 to class [distribute in Step 4]) <b>Materials:</b> Facsimile of a crystal ball; Student Thinking Papers: <a href="#">All About Me: I Like To...</a>, <a href="#">All About Me: I</a></p>	<p><b>LESSON 3: MY FUTURE: IT IS ALL ABOUT ME!</b></p> <p>A Student Reminder: Speak loudly and clearly enough for everyone to hear your great ideas. Remember to use the conventions of standard English in written and oral</p>

Professional School Counselor Procedures:	Student Involvement:
<p><a href="#"><u>Can...</u></a> &amp; <a href="#"><u>Career Paths</u></a></p> <p><b>Hook:</b> Place facsimile of a crystal ball (CB) where all students can see it. Perform hocus pocus and tell C.B. to SHOW-ME the future of everyone in this class...complain that the crystal ball is cloudy..."What's wrong with this crystal ball???" Question the crystal ball; end with CB saying "It's not about me—it's all about THEM!"</p> <ol style="list-style-type: none"> <li><b>Transition from Hook to lesson:</b> Ask students to hypothesize about what it meant when CB said: "It's all about them!" Invite 3 or 4 students to tell the class their hypotheses.</li> <li><b>Review of Lessons 1 &amp; 2:</b> Ask students to recall key points about their imagination projections (<i>Lesson 1: The Future is Near!</i>); the activities about the abilities, aptitudes, talents, interests and work habits of workers in careers/occupations of interest and comparing their personal characteristics with the in-common and unique characteristics in their imagined occupation/career (<i>Lesson 2: The Future is Closer!</i>).</li> <li><b>Review: Students' Observation of WOW:</b> Ask students to think about the workers they observed in the world of work (WOW). Invite 3 or 4 volunteers to tell about the personal characteristics they observed.</li> <li><b>Introduce this Lesson:</b> Reference the title of this lesson "MY Future: It IS All About ME". Distribute completed Lesson 2 thinking papers, <i>I Can Imagine Future Possibilities</i>; comment as appropriate about their collective responses (no names/neutral &amp; instructive comments). Explain: <ul style="list-style-type: none"> <li><i>Lessons 1 &amp; 2: The Future is Near and The Future is Closer</i> introduced them to the kinds of personal characteristics possessed by workers in careers of current interest to them.</li> <li>This lesson is all about them and <b>their</b> personal characteristics: abilities, aptitudes, talents, interests and work habits.</li> </ul> </li> <li><b>Vocabulary Review:</b> Write the words <i>abilities, aptitudes, talents, interests</i> and <i>work habits</i> on the board. <ul style="list-style-type: none"> <li>Review the definitions.</li> <li>Remind students about the inter-relationships among their abilities, aptitudes, talents, interests, work habits and their success—in school and in the workplace.</li> <li>Invite questions and/or comments from students.</li> </ul> </li> </ol>	<p>expressions of ideas.</p> <p><b>Hook:</b> Watch/listen with curiosity as school counselor attempts to get crystal ball (CB) to reveal every student's future.</p> <ol style="list-style-type: none"> <li>Volunteer a hypothesis about meaning of "It's all about them!" If do not volunteer, listen/think about other students' hypotheses. Do you agree or disagree?</li> <li>Recall projections in Lesson 1 and what discovered about workers in careers of interest. If you did not volunteer in Step 1, take the risk: volunteer to tell your classmates one key point you remember.</li> <li>If did not volunteer in Steps 1 or 2, courageously volunteer to tell your classmates about WOW observations.</li> <li>Look over the thinking paper completed in Lesson 1 as a reminder of the personal characteristics of workers in a career of current interest. Listen/think as school counselor introduces this lesson.</li> <li>In head, recall the definitions of the personal characteristics the school counselor writes on the board. Ask questions or add comments that will help clarify misconceptions or add new information.</li> </ol>

Professional School Counselor Procedures:	Student Involvement:
<p>6. <b>Thinking Paper:</b> Distribute the <a href="#"><i>All About Me: I Like to...</i></a> Student Thinking Paper (this thinking paper is about <b>students' interests</b>)</p> <ul style="list-style-type: none"> <li>• Give students a few minutes to look over the list of activities.</li> <li>• Explain the directions, emphasizing the marks to use to indicate current interest/non-interest in an activity; invite clarifying questions.</li> <li>• Allow students 5-7 minutes to complete thinking paper.</li> </ul> <p>Between Steps 6 &amp; 7, ask the Essential Questions again and invite 3 students to respond:  <i>You're ____ years old! Why do you need to learn about yourself and the World of Work?</i>  <i>You don't have any control over my future—OR do you??? You know what you're going to be—a professional football player—Why do you need to think about any other occupations/careers?</i></p> <p>7. <b>Thinking Paper:</b> Distribute the <a href="#"><i>All About Me: I Can...</i></a> Student Thinking Paper (this thinking paper is about <b>students' abilities</b>).</p> <ul style="list-style-type: none"> <li>• Give students a few minutes to look over the list of activities.</li> <li>• Emphasize that the activities on this Student Thinking Paper are things they can already do or want to learn to do (or have no interest in learning to do).</li> <li>• Explain the directions, emphasizing the marks to use to indicate current abilities; invite clarifying questions.</li> <li>• Allow students 5-7 minutes to complete thinking paper.</li> </ul> <p>8. <b>Discuss Responses with Partner:</b> In pairs, instruct students to discuss their responses, including the ease with which they were able to indicate either interests or abilities.</p> <ul style="list-style-type: none"> <li>• Tell students to tell their partners the name of the occupation/career they imagined for themselves in Lesson 2.</li> <li>• Compare their (individual) responses on each thinking paper:</li> <li>• Identify the areas that are the same on their individual lists (interests and abilities match)</li> <li>• Make a list of interests/abilities that match</li> <li>• Identify activities on both lists that indicate non-interest and/or perceived inability.</li> <li>• Make a list of activities that indicate non-interest and/or perceived inability.</li> </ul>	<p>6. Look over the activities listed on the thinking paper <i>All About Me: I Like to....</i> Ask clarifying questions about unfamiliar activities or directions; complete thinking paper.</p> <p>Volunteer to answer one of the questions posed by school counselor.</p> <p>7. Look over the abilities listed on the thinking paper <i>All About Me: I Can....</i> Ask clarifying questions about unfamiliar abilities or directions; complete thinking paper.</p> <p>8. Talk with a partner about each other's responses to the 2 thinking papers. Follow school counselor's suggested ideas for conversation with partner.</p>

Professional School Counselor Procedures:	Student Involvement:
<ul style="list-style-type: none"> <li>• Discuss similarities between partner's' lists and their lists (and vice-versa).</li> <li>• Compare their interests and abilities with the personal characteristics of the workers in their imagined occupation/career.</li> </ul> <p>9. <b>Class Conversation:</b> Invite a class conversation about results and ideas that came to their minds as they discussed their individual results with their partners. Point out:</p> <ul style="list-style-type: none"> <li>• Importance of recognizing activities in which they are <b>not interested</b></li> <li>• Acknowledgement of a current <b>non-interest</b> helps them discover patterns and/or inconsistencies in their current (and future) thinking and feeling about careers of interest (if one is not interested in learning about grammar, he or she (most likely) would not be happy (or effective) as a teacher.</li> </ul> <p><i>PSC Note: Students may or may not be familiar with Career Paths; if this is their first experience with them, elaborate on explanation.</i></p> <p>10. <b>Career Paths:</b> Review the purpose of Career Paths. Explain:</p> <ul style="list-style-type: none"> <li>• They help students categorize the world of work in order to learn more about the many careers that match their abilities, aptitudes, talents, interests and work habits.</li> <li>• Not everyone would be happy (or successful) working in every career path—give an example of the disparity between your chosen career path and one in which you would be neither happy nor successful.</li> </ul> <p><b>ASSESSMENT: Content:</b> Each student demonstrates knowledge of the six Career Paths and his or her personal work-related characteristics by categorizing a minimum of fifteen (15) of his or her “LIKES”, “WOULD LIKE TOs” and/or “CANS” into two or more Career Paths.</p> <ul style="list-style-type: none"> <li>• Ask each pair of students (Step 8) to join with another pair of students. Distribute the <a href="#">Career Paths</a> Student Thinking Paper/PSC Resource.</li> <li>• Give students time to look over the descriptions of the Career Paths. Invite questions.</li> <li>• Ask students to think back to the imagined occupation/career they studied in Lesson 2 and Step 8 above. Which Career Path would the personal characteristics of workers in that occupation/career be <b>most</b> suited? Write the name of the occupation/career in the “<b>best-fit</b>”</li> </ul>	<p>9. Participate/contribute to whole-class conversation about thinking papers and observations made during conversations with partners. Consider the activities in which you are <b>not interested</b>; how will this information help you as you consider the many choices in the WOW?</p> <p>10. As school counselor talks about Career Paths, relate his or her words to own life. Ask clarifying questions and/or offer clarifying comments as appropriate.</p> <p><b>ASSESSMENT: Content:</b> Demonstrate knowledge of Career Paths</p> <p>With Step 8 partner, join another pair to form a quad.</p> <p>Look over thinking paper; ask clarifying questions about Career Paths.</p> <p>Listen to and think about school counselor's explanation and instructions for <i>Career Paths</i> thinking paper; ask clarifying questions about directions that are unclear.</p>

Professional School Counselor Procedures:	Student Involvement:
<p>Career Path. (Grammar time: Remind students “most” and “best” are superlatives so there is only one [even though the worker’s personal characteristics are <b>more</b> suited for some Career Paths than others and some may be a <b>better</b> fit than others])</p> <ul style="list-style-type: none"> <li>Explain the directions for the thinking paper; provide several examples of an ability, aptitude, talent, interest <b>or</b> work habit that would fit 2 Career Paths and not a third. Working with the others in their quads, students help each other complete their individual thinking papers (this helps students learn more about their peers as well as themselves). Encourage students to use their completed <i>All About Me: I Like to...</i> and <i>All About Me...I Can...</i> thinking papers, the personal characteristics of workers in their imagined occupation and any additional personal characteristics as stimuli for completing this thinking paper.</li> </ul> <p><i>Observe students as they work with partners. Make note of those who have difficulty speaking up <b>or</b> taking too much responsibility for partners’ thinking, e.g., consistently tells partner what to write.</i></p> <p><b>ASSESSMENT: Personalization of Content:</b> On the backs of their <i>Career Paths</i> thinking paper, instruct students to respond to the following reflection stems: I discovered that my areas of interest _____. I was surprised I _____. After doing this activity with the class, I _____. Learning about the world of work and me is _____. My future is ALL ABOUT ME; therefore, I _____.</p> <p>As time permits, invite students to read one of their reflections.</p> <p><i>Collect completed Career Paths thinking papers.</i></p> <p>As students are handing in papers, ask the Essential Questions again; invite 4 students to answer one question: <i>You’re _____ years old! Why do you need to learn about yourself and the World of Work? You don’t have any control over my future—do You??? You know what you’re going to be—a professional football player—Why do you need to think about any other occupations/careers?</i></p> <p><b>CLOSURE:</b> Summarize as appropriate:</p> <ul style="list-style-type: none"> <li>Encourage students to share the results of their <i>I Like To ....and I Can...</i> thinking papers activity with their adult(s) at home.</li> </ul>	<p>Work with (i.e., contribute, help and encourage) other group members as each member categorizes at least 15 personal work-related characteristics into two or more Career Paths. Remember—you are to respond for yourself—your responses will be unique to you.</p> <p>Categorize at least 15 personal work-related characteristics into two or more Career Paths.</p> <p><b>ASSESSMENT: Personalization of Content:</b> Complete reflection stems as instructed; volunteer to read one of your reflections to your classmates.</p> <p>Give completed <i>Career Paths</i> thinking papers to school counselor.</p> <p>Volunteer to answer one of the questions school counselor poses.</p> <p><b>CLOSURE:</b> Think about when and where thinking papers will be shared with “your adults”. Commit to WOW observations and keeping a running record of workers observed.</p>

Professional School Counselor Procedures:	Student Involvement:
<ul style="list-style-type: none"> <li>• Urge students to continue to be observers of the world of workers.</li> <li>• Continue their running records of the workers they observe and the personal work-related personal characteristics they demonstrate; see who can observe the most workers.</li> </ul> <p><i>Before next lesson, review thinking papers for students' ability to match interests and abilities with appropriate career paths. Assess responses to open-ended statements (Assessment: Personalization of Content) for age-appropriate awareness of relationship of personal characteristics and the World of Work. Review/make note of students' age-appropriate command of conventions of standard written English and their ability to articulate thoughts and feelings in 1<sup>st</sup> person language.</i></p> <p><b>LESSON 4: THE GOOD LIFE...FOR ME</b>  PSC Note: Take the completed Career Paths student thinking paper [Lesson 3] to class with you; distribute in <b>Assessment: Content</b> step.)  <b>Materials:</b> Student Thinking Papers: <a href="#">The Good Life for Me: Looking Into Myself</a> &amp; <a href="#">Applying the Results of Looking Into Myself</a> (download additional Career Path information from the Guidance eLearning Page (<a href="http://www.mcce.org">www.mcce.org</a>)).</p> <p><i>Hook:</i> Use the <b>crystal ball (CB) (Lesson 3)</b>. Again, attempt to persuade CB to predict what everyone in class will be happy doing in the future. When it doesn't work...say, (something like...)</p> <ol style="list-style-type: none"> <li>1. <b>SHOW-ME...SHOUT-OUT</b>...with words—one-at-a-time: Why can't I get CB to work? When several students have offered their suggestions continue with review emphasizing self-advocacy, i.e., their future is theirs and it is their responsibility to make it a good life—no matter what the choice.</li> <li>2. <b>Sharing with adults at home:</b> hold up your hand if you talked with your adult(s) about your results on <i>I Like To ...and I Can...</i> thinking papers. Invite several students to tell about their adults' reactions.</li> <li>3. <b>Observing the World of Workers (WOW):</b> invite several volunteers to tell about their WOW observations. Ask for a show of hands re: who started a running record of WOW observations. How many occupations are on their lists? Encourage students to continue and/or start their running records.</li> </ol> <p><b>ASSESSMENT: Content:</b> This content assessment is</p>	<p><b>LESSON 4: THE GOOD LIFE...FOR ME</b></p> <p>Student Reminder: Speak loudly and clearly enough for everyone to hear your great ideas.</p> <p><i>Hook:</i> The crystal ball (CB) is not cooperating—again...</p> <ol style="list-style-type: none"> <li>1. Participate in <b>SHOW-ME...SHOUT-OUT</b> Offer suggestions about why CB isn't telling what everyone in class will be happy doing in future.</li> <li>2. Volunteer to tell about the reactions of “your adult” when you talked about your thinking papers. If don't volunteer, listen and think about others' comments.</li> <li>3. Volunteer to tell about the WOW observations. If don't volunteer, listen and think about others' comments. Remember: keep a running record of WOW observations.</li> </ol> <p><b>ASSESSMENT: Content:</b> Recall (in head) the previous</p>



Professional School Counselor Procedures:	Student Involvement:
<p>based on the 3 prior lessons; it is a summative assessment of the students' learning about themselves and the World of Workers (WOW).</p> <ul style="list-style-type: none"> <li>• Distribute completed <i>Career Paths</i> thinking papers; allow time for students to review their responses.</li> <li>• Explain that another way to use information about self and careers is to engage in leisure activities that allow individuals to use their personal characteristics. Nobody wants to work ALL the time!</li> <li>• Instruct students to turn over their papers and list a minimum of three (3) school activities in which they can engage based on their abilities, aptitudes talents and/or interests, (e.g., science club, volleyball or basketball team, choir, gardening club).</li> <li>• Suggest to 5<sup>th</sup> / 6<sup>th</sup> graders that they think about Middle School/Junior High activities, too.</li> </ul> <p><b>Invite several students to share</b> their ideas with the entire class so all can hear choices they have not considered.</p>	<p>2 lessons; think about the most important thing learned.</p> <p>Review completed <i>Career Paths</i> thinking paper.</p> <p>Follow school counselor's instruction; create a list of school activities you might enjoy.</p> <p>Volunteer to share 1 activity in which you will participate and to what personal characteristic (e.g., interest[s]) the activity relates.</p>
<p><b>ASSESSMENT: Personalization of Content:</b></p> <p>A. All students will demonstrate their ability to synthesize, analyze and personalize data they gathered about the world of work and workers (WOW) and themselves during Lessons 1 &amp; 2.</p> <p><i>Depending upon the developmental level of students' attention span, you may want to read each statement to students and take a break mid-way through OR break the thinking paper into segments by telling students to complete statements x-x; check-in with them and then "assign" another set of statements.</i></p> <ul style="list-style-type: none"> <li>• Distribute the Student Thinking Paper: <a href="#"><i>The Good Life for Me: Looking Into Myself</i></a>.</li> <li>• Give students time to look over the thinking paper; explain directions; invite clarifying questions about directions and/or the statements. Allow about 12 minutes for students to complete thinking paper.</li> </ul> <p><i>PSC NOTE: as students are completing thinking paper, systematically observe each individual's approach to completing the paper; be aware of students who have difficulty completing specific statements, especially statements related to acknowledgement of their abilities as well as those who are unable to identify areas to improve.</i></p>	<p><b>ASSESSMENT: Personalization of Content</b></p> <p>A. Synthesize, analyze and personalize data (information) gathered about self and WOW...What does it mean?</p> <p>Look over <i>The Good Life for Me: Looking Into Myself</i>. Ask clarifying questions about specific statements or the instructions. Respond with the first things that come to your mind—review responses/add more information after "first thought" responses.</p>



Professional School Counselor Procedures:	Student Involvement:
<p>B. Students apply the results of their synthesis, analysis and personalization (A) by writing a letter to self. Distribute the student thinking paper: <a href="#"><i>Applying the Results of Looking into Myself</i></a>.</p> <ul style="list-style-type: none"> <li>• Give students time to look over thinking paper; explain directions and invite clarifying questions. Allow approximately 16 minutes to complete letter.</li> <li>• When students have completed letters to self, invite volunteers to read all or parts of their letters.</li> </ul> <p>Before collecting <i>The Good Life for Me: Looking Into Myself &amp; Applying the Results of Looking Into Myself</i> thinking papers, inform students that you will be reading their letters and their classroom teacher might read them. Is that OK? In the event Tell students who want their responses to be private to write “<b>PLEASE DO NOT SHARE</b>” at top of letter. Collect papers</p> <p><b>CLOSURE:</b> Once again, ask the Essential Questions and invite answers from all; use responses as a summary of lessons; fill in the gaps if key points are not mentioned.</p> <p><i>You’re ____ years old! Why do you need to learn about yourself and the World of Work? You don’t have any control over my future—do You??? You know what you’re going to be—a professional football player—Why do you need to think about any other occupations/careers?</i></p> <p>Encourage students to continue their WOW observations and keeping a running record of the occupations they observe.</p> <p><i>After class, review students’ responses for each of the thinking papers noting persistent misperceptions about their personal characteristics (e.g., saying/writing indications of helplessness in re: the future or a seeming lack of ability to identify positives and an eagerness to identify negatives).</i></p> <p><i>Review The Good Life For Me for students’ age-appropriate depth of thinking about the self-knowledge they gained and their awareness of how to use that information to plan their present and future world of work and leisure activities. Make note of students who seem to have gained new level of self-knowledge as well as those who appear to have made light of the activities.</i></p> <p><i>Review students’ letters to themselves for their (age-</i></p>	<p>B. Apply synthesis, analysis and personalization of data to the future.</p> <p>Look over the thinking paper <i>Analyzing the Results of Looking into Myself</i>. Ask clarifying questions.</p> <p>Follow school counselor’s instructions and write a letter to self about the good life—FOR YOU. Letter will include a plan of action to assure the attainment of goals.</p> <p>Volunteer to read a part of letters to classmates.</p> <p>If you want your responses to be private between you and school counselor, write “<b>PLEASE DO NOT SHARE</b>” at top of letter. Give papers to school counselor.</p> <p><b>CLOSURE:</b> Contribute answers to the questions and participate in the whole-class discussion. Remember to talk <i>with</i> classmates and be sure the person sitting farthest from you can hear your great thoughts.</p> <p>Commit to continuing WOW observations and keeping a running record of occupations observed.</p>

Professional School Counselor Procedures:	Student Involvement:
<p><i>appropriate) ability to identify discoveries about self, to project themselves into the future AND to develop a basic plan of action.</i></p> <p><i>As you review students' responses to the thinking papers, make note of students' (age-appropriate) ability to:</i></p> <ul style="list-style-type: none"> <li><i>respond accurately/appropriately to the prompts;</i></li> <li><i>include the specified elements in their responses (especially the points to be included in their letters to self</i></li> <li><i>follow the conventions of standard written English</i></li> <li><i>articulate ideas in first-person language (to own their thoughts and feelings).</i></li> </ul> <p><i>Return papers to classroom teacher for distribution to students. Honor the privacy of students who write "Please do not share" on papers. Personally deliver letters to those students after your review.</i></p>	

**Classroom Teacher Follow-Up Activities (Suggestions for classroom teacher to use to reinforce student learning of Comprehensive Guidance Curriculum concepts)**

**Provide classroom teacher** with a brief overview of the lessons and copies of materials used during lesson: [I Can Imagine Future Possibilities](#), [A Comparison of 2 Occupations \(Venn Diagram\)](#); Psc Resource: [Sample Chart For Comparing Characteristics of workers in occupations](#), [All About Me: I Like To...](#) & [All About Me: I Can...](#); [Career Paths](#), [The Good Life for Me: Looking Into Myself](#) & [Applying the Results of Looking Into Myself](#) (

**Summarize Systematic Observations:** Identify students who had difficulty with content aspects of lessons:

Identify those who:

- Appeared to lack ability to identifying personal discoveries about self, to project self into the future AND develop a basic plan of action.
- Made projections; however, they were not age-appropriate for +15years or depicted violent or illegal activity.
- Could not or did not match interests and abilities with appropriate career paths and
- Appeared unable to integrate self-knowledge with planning their present and future world of work and leisure activities.
- Lacked age-appropriate awareness of relationship of personal characteristics and the World of Work.

Identify students who had difficulty processing the content of lessons, for example students who:

- Chose not to participate in discussions.
- Did not appear to respect other students' thoughts and ideas.
- Had difficulty speaking up
- Took too much responsibility for partners' thinking, e.g., consistently told partner what to write.

Make note of students age appropriate ability to:

- Respond accurately/appropriately to the prompts
- Include the specified elements in their responses (especially the points to be included in their letters to self
- Follow the conventions of standard written English
- Articulate ideas in first-person language (to own their thoughts and feelings)

**Consult with Classroom Teacher:** Consult with classroom teacher: Discuss your systematic observations. Does he or she validate your observations as being classroom concerns as well? If so, collaborate to further identify the extent and source of the concerns. How is it evidenced in the classroom? What intervention has he or she implemented? Success? Determine if the difficulty is a “will” or a “skill” issue. Does the student know HOW to participate and learn content but lacks the motivation/confidence to take the risk to contribute in a group setting (**will**)? Or does the student lack the **skill** or background knowledge to participate?

**Collaborate with Classroom Teacher:** Collaborate with classroom teacher to plan appropriate interventions. Interventions might include (and are not limited to) additional classroom guidance activities about the world of work and/or self knowledge, skills of group participation. Are Responsive Services indicated? For example with individuals benefit from more intensive involvement (e.g., individual/group counseling about identifying/owning personal characteristics and using the knowledge to make short-term plans. More intensive parental involvement might be indicated.

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

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

## I CAN IMAGINE FUTURE POSSIBILITIES

*When I imagine my future, one of the many careers I imagine for myself is:*

(Think about this career as you complete your thinking paper.)

People who work as \_\_\_\_\_ perform many different job tasks. Three tasks they have to do well are:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Work habits matter, too! Three important work habits for a \_\_\_\_\_ are:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Ability, aptitude, talent and interests will contribute to my success in any career. If I choose \_\_\_\_\_ as my career, I should have or develop certain personal characteristics, for example:

### ABILITIES

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

### TALENTS

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

### APTITUDES

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

### INTERESTS

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

In addition to personal characteristics, being a \_\_\_\_\_ requires the following training and/or education after high school: \_\_\_\_\_

**Reflections/Projections:** I learned I \_\_\_\_\_.

I hope I \_\_\_\_\_. In the future \_\_\_\_\_.

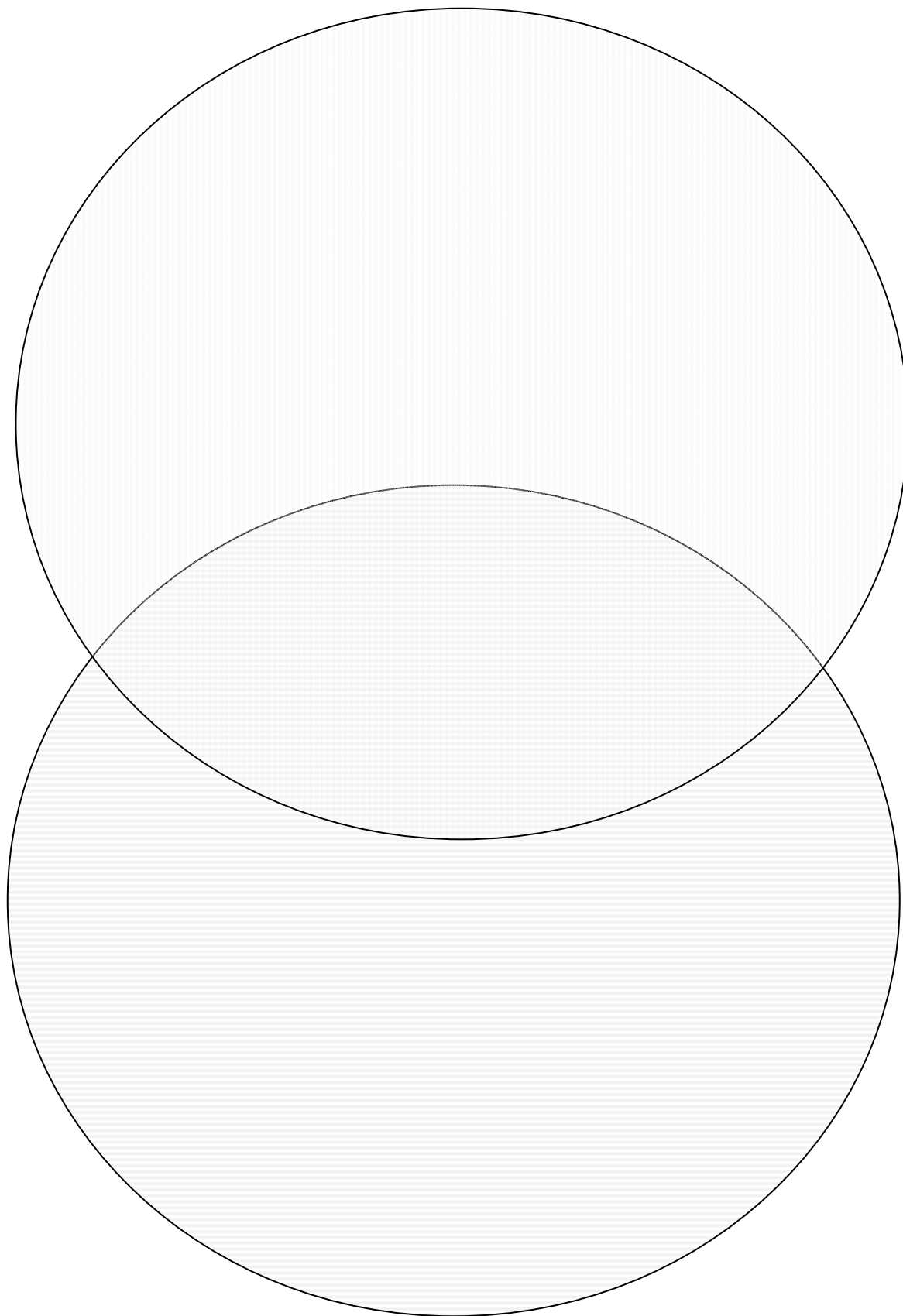
My future is \_\_\_\_\_.

I want to learn more about \_\_\_\_\_.

Name: \_\_\_\_\_ and \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

**A COMPARISON OF \_\_\_\_\_ AND \_\_\_\_\_**

☐ **Abilities**   ☐ **Aptitudes**   ☐ **Talents**   ☐ **Interests**   ☐ **Work Habits & Qualifications**



**SAMPLE CHART FOR COMPARING CHARACTERISTICS OF WORKERS IN OCCUPATIONS**

Occupation: _____ Unique Personal Characteristics	In-Common Personal Characteristics	Occupation: _____ Unique Personal Characteristics
Occupation: _____ Unique Personal Characteristics		Occupation: _____ Unique Personal Characteristics
Occupation: _____ Unique Personal Characteristics		Occupation: _____ Unique Personal Characteristics
Occupation: _____ Unique Personal Characteristics		Occupation: _____ Unique Personal Characteristics

## ALL ABOUT ME: I LIKE TO...

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** Place a **check mark (✓)** next to the things you like to do now, an arrow (**→**) next to the things you would like to do in the future and an **X** next to activities in which you have no interest.

<u>✓</u> I LIKE TO DO	<u>→</u> I WOULD LIKE TO DO IN THE FUTURE	<u>X</u> NO INTEREST
_____ 1. Work on a cure for cancer	_____ 19. Take photographs	_____ 36. Do things for others
_____ 2. Read the newspaper	_____ 20. Raft and fish	_____ 37. Read about solar energy
_____ 3. Invent things	_____ 21. Play a musical instrument	_____ 38. Think about others before myself
_____ 4. Write news stories	_____ 22. Visit a farm	_____ 39. Construct things
_____ 5. Paint	_____ 23. Work outdoors	_____ 40. Study nature
_____ 6. Conduct science experiments	_____ 24. Learn about grammar	_____ 41. Help people solve their problems
_____ 7. Deal with challenging problems	_____ 25. Learn about teaching business classes	_____ 42. Cook
_____ 8. Learn about business	_____ 26. Visit auto repair shops	_____ 43. Debate
_____ 9. Act in plays	_____ 27. Visit a computer-oriented office	_____ 44. Operate equipment
_____ 10. Be a leader	_____ 28. Visit the library	_____ 45. Study germs that make people sick
_____ 11. Sing in a choir	_____ 29. Explore new places	_____ 46. Be accurate
_____ 12. Learn about agriculture	_____ 30. Discover how people think & feel	_____ 47. Work with animals
_____ 13. Organize and sort things	_____ 31. Solve problems	_____ 48. Wear a uniform
_____ 14. Study water	_____ 32. Care for injured animals and pets	_____ 49. Do the same thing over and over
_____ 15. Do math problems	_____ 33. Work with hand tools	_____ 50. Work in a garden
_____ 16. Design and draw	_____ 34. Learn about families and being a wise consumer	
_____ 17. Keep accurate records	_____ 35. Spend time in the city	
_____ 18. Watch a repair person fix a television		



**ALL ABOUT ME: I CAN...**

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** Place a check mark (✓) next to the things you can do now and an arrow (→) next to the things you want to learn to do and an X next to the things in which you have no interest. Add any of your current abilities or things you want to learn that are not listed.

<u>✓</u> I can	<u>→</u> I want to learn	<u>X</u> No Interest
_____ 1. grow fruits and vegetables	_____ 28. fix a broken toy	
_____ 2. work well with others	_____ 29. be outside in any weather	
_____ 3. follow written/oral directions	_____ 30. talk to people and explain things carefully	
_____ 4. write a story	_____ 31. keep a budget	
_____ 5. usually get what I want	_____ 32. take something apart and put it together	
_____ 6. look at a person and know what kind of clothes look best on him or her	_____ 33. study a procedure & find a better way.	
_____ 7. write a sentence	_____ 34. rewrite an advertisement in the newspaper to make it sound better	
_____ 8. repair certain things	_____ 35. protect the environment	
_____ 9. design a set for a play	_____ 36. solve problems faster than my friends	
_____ 10. solve math problems easily	_____ 37. feel comfortable interviewing people	
_____ 11. do science projects easily	_____ 38. understand when people need to talk about their problems	
_____ 12. start a project and finish it	_____ 39. spend time with people and not be bored	
_____ 13. plan activities for others	_____ 40. feel comfortable working outside on a job	
_____ 14. "type"	_____ 41. be creative in most things that I do	
_____ 15. see something and explain it to others	_____ 42. express myself	
_____ 16. use a calculator	_____ 43. work well in a laboratory environment	
_____ 17. sell things to benefit the school	_____ 44. draw or paint	
_____ 18. understand that people have moods	_____ 45. _____	
_____ 19. teach or supervise outdoor sports	_____ 46. _____	
_____ 20. write a play	_____ 47. _____	
_____ 21. work with metric numbers	_____ 48. _____	
_____ 22. draw a picture of what someone describes		
_____ 23. plant flowers and trees		
_____ 24. play a musical instrument		
_____ 25. understand how drugs affect my body		
_____ 26. spell words correctly		
_____ 27. perform science experiments		

## CAREER PATHS

**Name:** \_\_\_\_\_ **Class:** \_\_\_\_\_ **Date:** \_\_\_\_\_

*PSC NOTE: The Guidance e-Learning Center ([www.mcce.org](http://www.mcce.org)) is an excellent source for materials as well as links to other resources. Download full-color Career Path (and Career Cluster) posters at:*

*[www.missouricareereducation.org/for/content/career/](http://www.missouricareereducation.org/for/content/career/)*

**Directions:** Using your responses to the Student Thinking Papers *It's All About Me: I Like to...* and *It's All About Me: I Can...*, categorize a minimum of fifteen (15) of your "LIKES", "WOULD LIKE TOs" and/or "CANS" into two or more appropriate Career Paths. This will give you a general idea of W.O.W. areas to explore as you think about careers of interest to you.

**Fixing & Building:** *People who like to figure out how things work and build things.*  
Examples of my interests/abilities that relate to the Fixing and Building Career Path

- 1.
- 2.
- 3.
- 4.
- 5.

**Health:** *People who like to care for animals and people.*  
Examples of my interests/abilities that relate to the Health Career Path

- 1.
- 2.
- 3.
- 4.
- 5.

**Nature:** *People who like to work outdoors with plants and animals.*  
Examples of my interests/abilities that relate to the Nature Career Path

- 1.
- 2.
- 3.
- 4.
- 5.

**Helping:** *People who like to make things better for others.*  
Examples of my interests/abilities that relate to the Helping Career Path

- 1.
- 2.
- 3.
- 4.
- 5.

**Creative:** *People who like to draw, write or perform.*  
Examples of my interests/abilities that relate to the Creative Career Path

- 1.
- 2.
- 3.
- 4.
- 5.

**Business:** *People who like to do math, sell things, or use computers*  
Examples of my interests/abilities that relate to the Business Career Path

- 1.
- 2.
- 3.
- 4.
- 5.

**THE GOOD LIFE FOR ME:  
LOOKING INTO MYSELF**

**Name:** \_\_\_\_\_ **Class:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Directions:** Complete the following statements:

**My Abilities, Aptitudes, Talents and Interests**

1. I like the following kinds of activities: \_\_\_\_\_  
\_\_\_\_\_
2. I have a special talent/aptitude for \_\_\_\_\_
3. My favorite school subjects: \_\_\_\_\_
4. School subjects in which I want to do better: \_\_\_\_\_
5. My least favorite activities are \_\_\_\_\_
6. Some things that are important to me are \_\_\_\_\_  
\_\_\_\_\_
7. In the classroom I do my best work when \_\_\_\_\_  
\_\_\_\_\_
8. In the classroom I do my worst work when \_\_\_\_\_  
\_\_\_\_\_
9. When I am not in school, I like to \_\_\_\_\_
10. My hobbies/interests are: \_\_\_\_\_
11. When I look into MY crystal ball of the future, I see myself \_\_\_\_\_  
\_\_\_\_\_
12. I am most interested in careers in the following Career Paths: \_\_\_\_\_  
\_\_\_\_\_. Specifically, I am interested in the following careers: \_\_\_\_\_  
\_\_\_\_\_
13. I already know I'm good at: \_\_\_\_\_
14. With training or education, I can probably be good at: \_\_\_\_\_  
\_\_\_\_\_
15. These school subjects are very important to my success: \_\_\_\_\_  
\_\_\_\_\_
16. My current work habits \_\_\_\_\_  
\_\_\_\_\_

## APPLYING THE RESULTS OF LOOKING INTO MYSELF

**Directions:** Write a letter to your self: Include the following in your letter:

- ☐ Discoveries you made about yourself and your abilities, aptitudes, talents and interests, current work habits.
- ☐ Describe the “good life” for you
- ☐ Your “right now” goals for the future (they will most likely change in some way).
- ☐ What you need to do to reach your goals:
  - Do more of...
  - Do less of...
- ☐ Your plan to reach goals
- ☐ Help you need to reach goals. From whom do you want help?

*Date:*

*Dear Self,*

## 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 <sup>th</sup> Grade	CD.7.A, B, C	UNIT: <a href="#">Finding My Place in the Community</a>		
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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><b>LESSON 1: WORKING CONDITIONS? WHY SHOULD I THINK ABOUT WORKING CONDITIONS?</b></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. <b>Transition from the Hook to the lesson with: SHOW-ME...THUMBS UP</b>, 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 <b>OCCUPATION</b> is “computer technician”. Her <b>JOB</b> includes the tasks all computer technicians AND the working conditions described. Other people in the same <b>OCCUPATION</b> do the same work in different working</p>	<p><b>LESSON 1: WORKING CONDITIONS? WHY SHOULD I THINK ABOUT WORKING CONDITIONS?</b></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. <b>Vocabulary development:</b> 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. <b>Influence of Working Conditions on Job Satisfaction:</b> 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 <a href="#"><i>Working Conditions: Survey of My Current Preferences</i></a> 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"> <li>• This survey will help identify preferred working conditions.</li> <li>• There is no right or wrong answer; each person’s answers will probably be different from anyone else’s.</li> <li>• Mark each question with a “Y” for yes, “N” for no, and “M” for maybe.</li> <li>• Class will complete each section together so that questions may be asked about meaning of sections.</li> </ul> <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><b>ASSESSMENT: Content:</b> 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><b>ASSESSMENT: Personalization of Content:</b> Invite several volunteers to tell their classmates one thing learned about self during this lesson.</p> <p><b>CLOSURE:</b> Pose the questions (tell students to think about their responses in their heads). Pause for thinking time.</p> <ul style="list-style-type: none"> <li>• What is it REALLY like to work somewhere?</li> <li>• What makes one setting a “better” place to work than another—even though workers are doing the same jobs?</li> <li>• How will I know what the right working conditions are for me?</li> </ul> <p><i>Collect the surveys for safe-keeping until the next lesson.</i></p> <p><b>LESSON 2: WORKING CONDITIONS! WHAT ARE MY CURRENT PREFERENCES?</b> <i>Take completed/partially completed Lesson 1 Working Conditions: Survey of My Current Preferences to class; distribute in Step 2.</i></p> <p><b>Materials:</b> Page 3 (<a href="#">Summary of Results</a>) of thinking paper <i>Working Conditions: Survey of My Current Preferences</i>.</p> <p><b>Hook:</b> <b>SHOW-ME...SHOUT-OUT</b> (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"> <li>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"> <li>• What is it REALLY like to work somewhere?</li> <li>• What makes one setting a “better” place to work than another—even though workers are doing the same jobs?</li> <li>• How will I know what the right working conditions are for me?</li> </ul> <p>Return <i>Working Conditions: Survey of My Current Preferences</i> surveys to students.</p> </li> </ol>	<p><b>ASSESSMENT: Content:</b> 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><b>ASSESSMENT: Personalization of Content:</b> 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><b>CLOSURE:</b> 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><b>LESSON 2: WORKING CONDITIONS! WHAT ARE MY CURRENT PREFERENCES?</b> Reminder for Students: Speak loudly and clearly enough for everyone to hear your great ideas.</p> <p><b>Hook:</b> Contribute to <b>SHOW-ME...SHOUT-OUT</b> (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"> <li>1. Keep the Essential Questions in mind as working conditions are discussed during this lesson.</li> </ol>

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

Professional School Counselor Procedures:	Student Involvement:
<p><b>ASSESSMENT: Content:</b> SHOW-ME...with words in a quick whip-around:</p> <ul style="list-style-type: none"> <li>• Begin with a specific person and continue to the right (or left);</li> <li>• Each student contributes either a definition of the term “working conditions” OR an example of a working condition;</li> <li>• Remember: Pass-With-Responsibility option (ok to pass—must say [something like] “I choose to pass for now”).</li> </ul> <p>Following whip-around, invite volunteers to explain their current responses to the following questions:</p> <ul style="list-style-type: none"> <li>• What is it REALLY like to work somewhere?</li> <li>• What makes one setting a “better” place to work than another—even though workers are doing the same jobs?</li> <li>• How will you know what the right working conditions are for you?</li> </ul> <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><b>ASSESSMENT: Personalization of Content:</b> Call students’ attention to their (<a href="#">Summary of Results</a>) and the <a href="#">Reflections/Projections</a> 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"> <li>• Thoughtful, honest and “on-topic” responses.</li> <li>• Expression of thoughts and feelings in 1<sup>st</sup> person singular language.</li> <li>• Age-appropriate command of conventions of standard written English</li> </ul> <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><b>CLOSURE:</b> Repeat (rhetorically) the essential questions (pause for thinking time after posing each question):</p> <ul style="list-style-type: none"> <li>• What is it REALLY like to work somewhere?</li> <li>• What makes one setting a “better” place to work than another—even though workers are doing the same jobs?</li> <li>• How will I know what the right working conditions are for me?</li> </ul> <p>Remind students to continue to seek answers to these questions as they explore the world of work)</p> <p><b>One more time</b> (and if time allows): SHOW-ME...shout-out (one-at-a-time; inside shouts), one</p>	<p><b>ASSESSMENT: Content:</b> 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”-<b>WITH-RESPONSIBILITY</b> (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><b>ASSESSMENT: Personalization of Content:</b> Complete Reflection section at the end of thinking papers.</p> <ul style="list-style-type: none"> <li>• Be thoughtful, honest and “on-topic”;</li> <li>• Write in 1<sup>st</sup> person singular language;</li> <li>• Use conventions of standard written English.</li> </ul> <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><b>CLOSURE:</b> 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"> <li>• Papers will be returned to classroom teacher;</li> <li>• Responses to the survey will be reviewed and their reflections read;</li> <li>• When papers are given to classroom teacher he or she <b>might</b> read their responses. Is that OK?</li> <li>• If not, write “PLEASE DO NOT SHARE” in <b>BIG</b> letters at top of thinking paper. Those papers will <b>NOT</b> be returned through classroom teacher.</li> </ul> <p>Collect thinking papers.</p> <p><i>PSC: Review thinking papers for:</i></p> <ul style="list-style-type: none"> <li>• Depth and appropriateness of responses.</li> <li>• Ability to summarize preferences.</li> <li>• Ability to articulate thoughts and feelings in 1<sup>st</sup> person language.</li> <li>• Age-appropriate command of conventions of standard English</li> </ul> <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.</p> <p>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 <b>BIG</b> 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.

<b>1. WOULD YOU LIKE TO WORK WITH...</b> 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  <b>SUB-TOTAL:</b> Y _____ N _____ M _____	<b>2. COULD YOU...</b> 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  <b>SUB-TOTAL:</b> Y _____ N _____ M _____
<b>3. WOULD YOU LIKE TO...</b> 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.  <b>SUB-TOTAL:</b> Y _____ N _____ M _____	<b>4. CAN YOU...</b> 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  <b>SUB-TOTAL:</b> 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...?
<b>Y N M</b> work 10 to 12 hours a day <b>Y N M</b> work very early in the morning <b>Y N M</b> work in the evening <b>Y N M</b> work on the night shift <b>Y N M</b> work on weekends if necessary <b>Y N M</b> travel and be away from home a lot <b>Y N M</b> earn a college degree <b>Y N M</b> enroll in a career/technical program <b>Y N</b> <b>Y N M</b> continue your education or training	<b>Y N M</b> be neat and clean all day <b>Y N M</b> dress professionally every day <b>Y N M</b> wear a uniform while you are working <b>Y N M</b> join a union <b>Y N M</b> be on time for work <b>Y N M</b> be reliable in your attendance on the job <b>Y N M</b> work without pay while you are learning the skills of a job <b>Y N M</b> get your hands and clothing dirty <b>Y N M</b> work at a job that can be dangerous
<b>SUB-TOTAL: Y _____ N _____ M _____</b>	<b>SUB-TOTAL: Y _____ N _____ M _____</b>
7. WOULD YOU BE PHYSICALLY ABLE TO...?	8. ARE YOU THE KIND OF PERSON WHO COULD...?
<b>Y N M</b> bend, stoop, and reach <b>Y N M</b> lift and carry heavy things <b>Y N M</b> climb a ladder <b>Y N M</b> use hand tools <b>Y N M</b> use a computer <b>Y N M</b> walk/ stand for hours at a time <b>Y N M</b> hear what other people are saying <b>Y N M</b> use your eyes on close work for hours at a time <b>Y N M</b> see with 20/40 vision or better <b>Y N M</b> see different colors	<b>Y N M</b> keep doing the same tasks and do them well <b>Y N M</b> work with people who are sick or injured <b>Y N M</b> make decisions and accept the blame if they are wrong <b>Y N M</b> give orders in such a way that other people will follow them <b>Y N M</b> think up new ideas and new ways of doing things <b>Y N M</b> remain calm in an emergency <b>Y N M</b> meet deadlines and have work ready when it is due
<b>SUB-TOTAL: Y _____ N _____ M _____</b>	<b>SUB-TOTAL: Y _____ N _____ M _____</b>

**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
<b>Yes</b>									<b>Y</b>
<b>No</b>									<b>N</b>
<b>Maybe</b>									<b>M</b>

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:**

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**2 I could:**

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**3. I would like to:**

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**4. I can:**

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

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**6. I would be willing to:**

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**7. Physically, I would be able to:**

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

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**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 \_\_\_\_\_.



## WORK SATISFIES NEEDS

*Note: With slight modifications, each of these lessons may be used as a single activity. They are “bundled” because of their inter-relatedness. In addition, the Student Thinking Papers and PSC Resources may be used to supplement other lessons teaching the same MCGP Competency.*

**Purpose:** Worker job satisfaction is the primary focus of these 3 lessons. Students interview each other to discover their own views of work and working. In addition, students interview workers in the community to learn about the workers’ views of work and working. As students interview and are interviewed, they identify academic subjects that help workers do their jobs well.

**Lesson 1: What is Worker Job Satisfaction?** *This lesson introduces students to the terms “work satisfaction”, “job satisfaction” and “worker job satisfaction. Work as a means to meet individual needs is addressed through students interviewing each other about the jobs they do at home and school.*

**Materials:** Student Thinking Paper: [Job Satisfaction Interviews: Home and School Jobs](#) and Student Resource: [Interviewing Skills Pocket Guide](#)

**Lesson 2: Researching Worker Job Satisfaction** *Lesson 2 extends Lesson 1 from students interviewing each other to students interviewing workers in the community (including 2 family members). Students engage in a mini-research project about the factors that influence workers’ job satisfaction and school subjects that help the workers do their job tasks. They use World of Work (W.O.W.) interviews to collect data. During lesson 3, students work in small groups to summarize, present and discuss their data.*

**Materials:** Prior to Lesson 2, use the worker survey to interview 2 or 3 workers in your community. Complete the thinking paper for use during the *Hook* for this lesson; [W.O.W. \(World of Work\) Worker Survey](#) Student Thinking Papers [Career Pathways Pocket Guide](#) Student Resources (Cut apart) and [Thank-you Note to Workers](#) Student Resource (stationery on which to write thank-you notes)

**Lesson 3: Why are These Workers Happy in Their Work?** *During lesson 3, students work in pairs, quartets and octets to summarize, present and discuss the data collected during their interviews. In addition, students place the factors that influence workers’ job satisfaction into individual Career Paths; thus building further understanding of the differences among workers in each of the six Career Paths. Class members have an opportunity to mill-around to view the findings of other groups.*

**Materials** [Comparing Workers’ Job Satisfaction](#) and [Career Paths Of Workers Interviewed](#) Student Thinking Papers (copy of each thinking paper for each pair of students); large chart tablet paper and a dark marker for each group of 4 students.

**Time:** Two 50-60 minute lessons (may extend to 3 lessons) **Group Size:** Whole Class **Grade Level:** 4-6

**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:**

**Career 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** (Note: this is not all possible related Units/Lessons—It is merely an example of how the activity fits with the MCGP Guidance eLearning Units/Lessons)

4<sup>th</sup> Grade CD.8.A, B UNIT: [The Road to Careerville: Exploring Career Paths and Requirements](#)



**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.**

<b>Academic Content Area(s)</b>		<b>Specific Skill(s)</b>
X	Communication Arts	1. Speaking and writing standard English (Interviewing workers)
	Mathematics	
X	Social Studies	4. Economic concepts ( <i>benefits of working</i> ) 7. The use of tools of social science inquiry (surveys)
	Science	
	Health/Physical Education	
	Fine Arts	

### **Enduring Life Skill(s)**

	Perseverance		Integrity		Problem Solving
X	Courage		Compassion		Tolerance
X	Respect		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:* Is money the only reason people work? What factors influence the satisfaction that workers get from working? What factors influence workers' lack of satisfaction/unhappiness in their work? What are personal needs? How does work help us satisfy our personal needs? What makes you love (or hate) the jobs you do at home and school?

*Engagement (Hook):* See individual lessons

### **Procedures**

<i>Professional School Counselor Procedures:</i>	<i>Student Involvement:</i>
<p><b>LESSON 1: WHAT IS WORKER JOB SATISFACTION?</b></p> <p><b>Materials:</b> students need pencil/paper + a piece of notebook paper “cut” in half length-wise (to resemble reporter’s note pad); <a href="#">Job Satisfaction Interviews: Home and School Jobs</a> Student Thinking Paper and the <a href="#">Interviewing Skills Pocket Guide</a> Student Resource (cut apart before class);</p> <p><i>PSC Note: Emphasize the difference between WHERE adults work and WHAT their job title is. For example, when asked about a parent’s job, a common response of students is “My dad/mom works at _____.” When queried further, many students are unable to name and/or describe the job.</i></p> <p><i>Throughout this lesson, systematically observe the level of students’ ability to identify and articulate PERSONAL needs met by doing jobs—at home and/or at school. In addition, observe students as they work with</i></p>	<p><b>LESSON 1: WHAT IS WORKER JOB SATISFACTION?</b></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>

Professional School Counselor Procedures:	Student Involvement:
<p><i>partners; make note of level of engagement in the process of interviewing, cooperatively working with partner to help each other complete tasks and level of involvement in whole class conversations.</i></p> <p><b>Hook:</b> When you enter class say something like (emphasize personal needs satisfied by your work as a professional school counselor): <i>“I want every student to know that I love being a school counselor. When one of you runs up to me in the morning with news about your life, I feel appreciated. When someone asks me a question and I am able to help him or her find a helpful answer, I feel like I am contributing to the world. I don’t get paid very much money, but that’s not the reason I chose to be a professional school counselor! I chose to be a professional school counselor because I need to feel like I am helping other people in my work and making the world a better place—at least for my students.”</i></p> <p><b>Transition from Hook to lesson:</b> Have you ever wondered why people like their work? Today, we start a new WOW (World of Work) adventure—finding out about the reasons workers keep working and why some people might be unhappy in their jobs.</p> <p>1. <b>Vocabulary development:</b> Write the words “Career” “Job” and “Occupation” and “Work” on the board. Help students distinguish among the three. An easy way to remember the difference is:</p> <ul style="list-style-type: none"> <li>• An <b>individual has a career</b> (e.g., an educator) which includes more than the work he or she does;</li> <li>• The <b>world of work has occupations</b> (e.g., teacher)</li> <li>• <b>Workers have jobs</b> (e.g., 4<sup>th</sup> grade teacher)</li> <li>• Job tasks are the <b>work</b> of workers—WOW (a 4<sup>th</sup> grade teacher teaches mathematics to 4<sup>th</sup> graders).</li> </ul> <p>While this distinction is not critical at this point in students’ lives, it will be helpful as they develop an increasingly complex understanding of the world of work and workers (another WOW).</p> <p>2. <b>Identify Adults’ Jobs:</b> Ask students to identify family members or other adults they know who have jobs and turn to a shoulder partner. Instruct them to tell partner the name(s) of the worker(s) and describe the job of the worker(s). Invite 3or 4 volunteers to describe one worker and his or her job to the rest of the class members.</p> <p><i>While students explain jobs, assess their depth of knowledge about “jobs”...listen for words students use to describe worker. Are specific job tasks</i></p>	<p><b>Hook:</b> Listen to/think about the meaning to YOU of the school counselor’s comments about why he or she loves being a school counselor.</p> <p>Listen with curiosity.</p> <p>Transition to lesson: Listen to/think about school counselor’s rhetorical question and comments</p> <p>1. Contribute to definition of at least one of the words school counselor wrote on board.</p> <p>2. Work with a partner; follow school counselor’s instructions; talk about workers in family and their jobs.</p> <p>Volunteer to tell classmates about one of the workers and his or her job. If don’t volunteer, listen and think about others’ comments.</p>

Professional School Counselor Procedures:	Student Involvement:
<p><i>described? Do they name the worker's job site (Jackson Animal Clinic)? Do they name the occupation (Veterinarian)? This information will help give you direction for discussion)</i></p> <p>3. <b>Why Do People Work? Vocabulary Development:</b> Explain "job satisfaction/dissatisfaction" &amp; "factors" (begin interchanging term "factors" with "reasons" to help students acquire the vocabulary of researchers.</p> <p>SHOW-ME...SHOUT-OUT (one-at-a-time; inside shouts): Why do people work? Write responses on board. If they students have difficulty thinking of reasons/factors, remind them of the <i>Hook</i> and satisfaction you get from being a professional school counselor. If students do not identify one or more of the following, add the factor to list:</p> <ul style="list-style-type: none"> <li>• earn money</li> <li>• be useful</li> <li>• help others</li> <li>• make a difference</li> <li>• be a leader/boss</li> <li>• be appreciated</li> <li>• be successful (feel competent)</li> <li>• be with other people</li> </ul> <p>Instruct students to imagine they have a job and to think about the list of factors that influence how people think and feel about their work. Which of the factors listed would be personally important on the job? Tell students to write down the factors that are personally important and circle the MOST important reason/factor.</p> <p>SHOW-ME...SHOUT-OUT...one-at-a-time with words: the most important reason—for you. As students respond, place an * next to factors "shouted-out" and <b>add</b> factors that are not listed. Discuss factors that were added to list.</p> <p>4. <b>Define/Discuss "worker job satisfaction":</b> Write the words "Worker Job Satisfaction" on the board. Ask students to hypothesize about the meaning. Invite 3 or 4 students to tell the class their hypotheses. Use their hypotheses to emphasize:</p> <ul style="list-style-type: none"> <li>• People work to satisfy many needs. Everything we listed in Step 3 is a human need;</li> <li>• We all have needs;</li> <li>• Some needs are more important to us than others;</li> <li>• Not everyone has the same needs (point out that not all identified [Step 3 SHOW-ME...SHOUT-OUT] the same need as their most important);</li> <li>• Working helps people feel useful to the world.</li> </ul>	<p>3. As school counselor explains new terms, listen and think about some things you like to do and some things you do not like to do.</p> <p>Contribute a reason people work to SHOW-ME...SHOUT-OUT (one-at-a-time; inside shouts).</p> <p>Participate in discussion—ask questions and/or make topic-relevant comments about the ideas the school counselor discusses. Think about the personal meaning of each idea.</p> <p>Make a list of personally important reasons (they may come from list on board AND/OR other ideas—rule: You own what you write!). Circle the most important one.</p> <p>Participate in SHOW-ME...SHOUT-OUT: Contribute most important reason for working—for you.</p> <p>4. Volunteer a hypothesis about the meaning of "Worker Job Satisfaction". If do not volunteer, listen/think about other students' hypotheses. Do you agree or disagree?</p> <p>Listen to/think about the meaning to YOU of the school counselor's comments about worker job satisfaction.</p>

Professional School Counselor Procedures:	Student Involvement:
<p>5. <b>Assignment—Interviews:</b> Tell students that after the next lesson they will be interviewing four workers (2 family members and 2 workers in the community) about their satisfaction with their jobs. Through the interviews, they will learn more about the factors that influence workers’ satisfaction or dissatisfaction with their jobs.</p> <p>6. <b>Practice Interviewing:</b> Continue by telling students that in order to be confident during the process of interviewing adults, today they get to practice by interviewing classmates about 2 jobs they do at home or at school.</p> <p>Distribute the <a href="#">Interviewing Skills Pocket Guide</a> Student Resource. Give students a few minutes to look over the skills. Demonstrate interviewing skills by role-playing process with a volunteer:</p> <ul style="list-style-type: none"> <li>• Ask question;</li> <li>• Wait for answer;</li> <li>• Take notes;</li> <li>• Write exactly what person says;</li> <li>• Ask for more information (e.g., tell me more, describe what you think while you do the job).</li> <li>• Thank the interviewee (follow-up with a thank you note).</li> </ul> <p><b>ASSESSMENT: Content: Student interviews</b>  <b>Place students in pairs:</b> Distribute the <a href="#">Job Satisfaction Interviews: Home and School Jobs</a> Student Thinking Paper:</p> <ul style="list-style-type: none"> <li>• Give students a few minutes to look it over</li> <li>• Explain that the thinking paper is where they will summarize their partner’s responses.</li> <li>• Distribute the ½ pieces of notebook paper (or have students “cut” their own).</li> <li>• Explain that the ½ piece of paper is similar to the notebooks reporters use to take notes during an interview. They will take notes on that paper and summarize responses on the thinking paper. Help students translate statements into questions or probes, e.g., <ul style="list-style-type: none"> <li>○ How would you describe the job you do?</li> <li>○ What are the main tasks of the job?</li> <li>○ The skills we learn in school are important in the jobs we do at home and at school. In your opinion, which school subjects help you the most (in this job)?</li> <li>○ What are your reasons for doing this job?</li> <li>○ Tell me a little bit about what you really like about this job.</li> <li>○ What don’t you like?</li> <li>○ What are your overall thoughts and feelings</li> </ul> </li> </ul>	<p>5. While school counselor talks about doing interviews with workers—think about one or two workers you want to interview.</p> <p>6. Listen with curiosity as school counselor talks about confidence and practicing interview process.</p> <p>Look over the <i>Interviewing Skills Pocket Guide</i>;</p> <p>Volunteer to role-play interview with school counselor; if do not role-play, think about the interviewing skills as they are demonstrated and ask clarifying questions about any that are unclear.</p> <p><b>ASSESSMENT: Content:</b> Meet-up with your assigned partner. Look over the <i>Job Satisfaction Interviews: Home and School Jobs</i> thinking paper. Ask clarifying questions about unfamiliar words or the directions</p> <p>Translate statements on thinking paper into questions to ask during interview of partner.</p>

Professional School Counselor Procedures:	Student Involvement:
<p>about this job?</p> <ul style="list-style-type: none"> <li>○ What factors contribute to your response?</li> </ul> <p><b>Stress the importance of being honest</b> about the needs that are met for doing a particular job and their feelings about the job. For instance,</p> <ul style="list-style-type: none"> <li>• Students may state they perform certain tasks because their parents tell them to do the task;</li> <li>• They may hate the job or love it or not have feelings either way;</li> <li>• They complete the task to make parents happy (helping others is a need);</li> <li>• Providing honest information is the only way students can learn about self.</li> </ul> <p><b>Explain the procedure</b>, for example (if necessary and/or if there is an uneven number of students, demonstrate an interview with a student):</p> <ul style="list-style-type: none"> <li>• Elly is first interviewer; she interviews Diego about his first job and takes notes on her “reporter’s paper”.</li> <li>• Diego then interviews Elly about her first job and takes notes on his “reporter’s” paper.</li> <li>• Cycle is repeated for each person’s second job.</li> </ul> <p>Tell students:</p> <ul style="list-style-type: none"> <li>• At the close of <b>first interview</b> process will stop to check in and get feedback about the process of asking and being asked questions; students will have an opportunity to ask clarifying questions and or make topic-relevant comments.</li> <li>• At the end of every interview after the first, we pause briefly to address student questions or for my comments/observations.</li> <li>• Before beginning the next interview, interviewee helps interviewer summarize responses; interviewer writes summary on thinking paper.</li> </ul> <p>Instruct students to complete the top two lines of the thinking papers. Each pair of students decides which of the two will be the <b>first interviewer</b>; interviewers use “reporter’s paper” to take notes.</p> <p><b>Begin the cycle</b>; as students work together systematically observe and make mental notes of strengths as well as concerns observed. Use observation during pauses between interviews. <i>Note: if time precludes 4 interviews in one day, conduct 2 today and the other 2 during next lesson.</i></p> <p><b>ASSESSMENT: Personalization of Content:</b> <b>Interviewers give interviewees</b> the summary of their interview. On the back of the thinking paper, students</p>	<p>Be honest about attitude toward home and school jobs. Your thoughts and feelings about the jobs you do now are clues to the kinds of jobs that will bring satisfaction in the future.</p> <p>Listen to/observe as school counselor explains the process of the interviews</p> <p>Ask clarifying questions as school counselor talks about “pauses” in the cycle.</p> <p>Complete the top two lines of thinking paper—you are named as interviewer on <b>your</b> paper; partner is interviewee.</p> <p>Decide who will be <b>first interviewer</b>; begin cycle.</p> <p>When school counselor asks for feedback about the interview process, think about what felt comfortable and what felt un-comfortable. Provide suggestions for what might have made the process better. Ask topic-relevant questions.</p> <p><b>ASSESSMENT: Personalization of Content:</b> Exchange papers with partner. Follow school counselor’s directions and complete the reflection as</p>

Professional School Counselor Procedures:	Student Involvement:
<p>complete the following reflection: <i>This interview helped me learn more about the needs I satisfy by doing jobs at home and/or at school. For example, I discovered I ..... This will help me ....</i></p> <p>Give students a moment to ask partner if there is any information he or she does <b>NOT</b> want shared with the class—honor students’ privacy requests.</p> <p>Invite several students to volunteer to tell classmates one thing they learned about the persons they interviewed.</p> <p>Collect <i>Job Satisfaction Interviews: Home and School Jobs</i> student thinking papers.</p> <p><b>CLOSURE:</b> SHOW-ME...SHOW-ME...SHOUT-OUT (one-at-a-time; inside shouts): name a school subject that helps you do your home and school jobs.</p> <p><b>Preview the next lesson:</b> Ask students to watch/listen to interviews on television/radio and pay attention to the interviewers and interviewees questions and responses. Tell students that during the next lesson they will prepare to interview adult workers to discover the factors that lead to their satisfaction/dissatisfaction on the job.</p> <p><i>Before the next lesson review students’ completed interviews and reflection statements (on back of Job Satisfaction Interviews: Home and School Jobs thinking papers). Assess the <b>interviewer’s</b> general awareness of the interview process and the accuracy and thoroughness of information gathered (i.e. responses indicate an ability to gain information required by interview statements). Thinking papers demonstrate <b>interviewer’s</b> ability to identify school subjects that help interviewee accomplish tasks as well as the interviewee’s needs that are met by the jobs at home or school. Reflection statements indicate individual’s acquisition of self-knowledge and how the information will be of help now and/or in the future.</i></p> <p><b>LESSON 2: RESEARCHING WORKER JOB SATISFACTION</b></p> <p><i>Prior to this class interview two or three workers in the community using the <a href="#">W.O.W. Worker Survey</a> Student Thinking Paper students will be using during this lesson. Roughly compile the data—use in Hook. Take completed Lesson 1 job satisfaction interviews to class; distribute during review of Lesson 1.</i></p> <p><b>Materials:</b> <a href="#">W.O.W. Worker Survey</a> Student Thinking</p>	<p>he or she dictates.</p> <p>Ask partner if there is any information he or she does <b>NOT</b> want shared with class—respect request! Volunteer to tell one thing you learned about partner’s jobs at home or school.</p> <p>Give school counselor thinking paper.</p> <p><b>CLOSURE:</b> Contribute to SHOW-ME...SHOUT-OUT (one-at-a-time; inside shouts) by naming a school subject that helps you do your home and school jobs.</p> <p>Listen with curiosity about the next lesson; commit to watching interviews on television. Observe workers in the community and consider which ones you would like to interview about their jobs after the next lesson.</p> <p><b>LESSON 2: RESEARCHING WORKER JOB SATISFACTION</b></p> <p>Reminder for Students: Speak loudly and clearly enough for everyone to hear your great ideas; use conventions of standard English in oral and written activities.</p>



Professional School Counselor Procedures:	Student Involvement:
<p>Paper and the <a href="#">Career Pathways Pocket Guide</a> (cut the <i>Career Pathways Pocket Guide</i> apart) and <a href="#">Thank-You Note to Workers</a> Student Resources</p> <p><i>During this lesson, continue to systematically observe students as they participate in the activities. Make note of those who appear to have difficulty organizing thoughts for interviews as well as those who by virtue of demonstrated cognitive maturity might serve as role models during demonstrations and/or in small group situations.</i></p> <p><b>Review of Lesson 1:</b> Open class with comments about their completed Lesson 1 thinking papers; say something like: WOW! I am excited that you are the ones who will be in the work force when I am ready to retire! I can tell from comments like _____ (draw ideas from students' interviews [anonymously] that indicate reflections about self and the world of work.</p> <p>Distribute (<b>to the persons interviewed</b> in Lesson 1) their completed <i>Job Satisfaction Interviews: Home and School Jobs</i>. Allow students time to look over the summaries of their responses to the questions.</p> <p>SHOW-ME...SHOUT-OUT (one-at-a-time; inside shouts): one idea that stands out from the last lesson.</p> <p><i>(If there was not enough time in Lesson 1 for students to interview/be interviewed about their 2<sup>nd</sup> home/school job, complete those interviews now)</i></p> <p><b>Lesson 2 Hook:</b> Make your completed <a href="#">W.O.W. Worker Survey</a> visible to all students. Draw a replica of the chart on the board. Add data to chart as you tell class about what you learned. Say something like: "I interviewed some really interesting workers this week. I interviewed a ___, a ___ and a ___;"</p> <p>Continue adding data as you talk about your discoveries about the workers, the school subjects that help them do their jobs, the factors that influence their satisfaction or dissatisfaction with their jobs and a 1-10 ranking of this job's fit for YOU.</p> <p><b>Transition to Lesson 2:</b> Explain to students that the interviews you conducted are the start of data collection for a research study about worker job satisfaction: identifying the factors that influence the job satisfaction of workers in our community. Tell them that they are going to be members of the research team; they will continue the data collection for the study and contribute their results to the group data.</p>	<p>Review Lesson 1: Look over the completed <i>Satisfaction Survey: Home and School Jobs</i> from the first lesson. Ask questions and/or comment as appropriate.</p> <p>Participate in SHOW-ME...SHOUT-OUT: one outstanding idea from Lesson 1.</p> <p>Complete interviews as school counselor directs.</p> <p><b>Lesson 2 Hook:</b> Think about the workers your school counselor interviewed.</p> <p>Follow along as he or she adds data about the interviews to the chart.</p> <p>Transition to Lesson 2: What does being a member of a research team mean?</p>



Professional School Counselor Procedures:	Student Involvement:
<p>Distribute (to the persons <b>interviewed</b> in Lesson 1) their completed <i>Satisfaction Survey: Home and School Jobs</i>. Allow students time to look over their responses to the questions.</p> <p>SHOW-ME...SHOUT-OUT (one-at-a-time; inside shouts): Finish the sentences: One thing I discovered that makes me love a job I do at home or school is____. One thing I discovered that makes me hate a job I do at home or school is____. Use students responses to begin discussion of factors that make workers love or hate their work.</p> <ol style="list-style-type: none"> <li><b>Distribute the <a href="#">W.O.W. Worker Survey Student Thinking Paper</a>.</b> Give students a few minutes to look over the survey. Tell them that they will be participating in a research student to discover the factors that influence workers' job satisfaction or dissatisfaction. They will collect data by interviewing workers to find out what they like or don't like about their work; in addition, they will collect data about school subjects and how specific school subjects help them do their jobs. They will be using the skills of interviewing to gather the data and then combine their data with the data for 7 other students collected. for the class worker satisfaction (remind them to use the <a href="#">Interviewing Skills Pocket Guide</a> [Lesson 1: Step 6]).</li> <li><b>Explain Survey Headings:</b> Make sure each student understands the headings on the survey. <ul style="list-style-type: none"> <li>Relate the headings to the questions they asked each other during their interviews.</li> <li>Use the chart on the board and your data as examples of responses for headings on <a href="#">W.O.W. Worker Survey</a>. Invite clarifying questions. (Younger students may need more practice interviewing before conducting interviews on their own).</li> </ul> <p>As you <b>distribute the <a href="#">Career Pathways Pocket Guide</a></b> Student Resource, point out the blank on their thinking papers for the Career Path for each worker interviewed. Explain that the <i>Career Pathways Pocket Guide</i> will help identify the workers' Career Paths.</p> <p><i>Be aware of students who may be hesitant to talk with adults about their jobs. Encourage their courage by helping them understand the long-term benefits to them--by discussing occupations with adults, they will have better understanding of the world of work AND the work that will make them happy</i></p> </li> </ol>	<p>Participate in SHOW-ME...SHOUT-OUT: volunteer to complete one of the sentences.</p> <ol style="list-style-type: none"> <li>Look over the W.O.W. Worker Survey and review your <i>Interviewing Skills Pocket Guide</i>.</li> <li>Think about the survey headings (the questions to ask workers interviewed). If unsure about how to ask the questions during interviews, ask clarifying questions. Look over the <i>Career Pathways Pocket Guide</i>—it will be helpful when deciding which Career Path the workers' job is in. Remember to use the <i>Interviewing Skills Pocket Guide</i> [Step 5]) as a reminder before conducting an interview.</li> </ol> <p>Look over the <i>Career Pathways Pocket Guide</i>; locate the "Career Path" blanks on the thinking paper.</p>

Professional School Counselor Procedures:	Student Involvement:
<p>3. <b>Identify Adults to be Interviewed (2 family members/2 workers in community): Place students in pairs</b> (may continue with Lesson 1 partners if they worked well together). Guide partners to help each other identify 4 adults (2 family members and 2 workers in the community) they want to interview.</p> <ul style="list-style-type: none"> <li>• Broaden their options by asking them to think about the workers in the places they go with parents and/or businesses in their neighborhoods (e.g., dentist, clerk in grocery store, teller at bank).</li> <li>• Encourage students to seek workers in jobs about which they want to know more.</li> <li>• Tell students to write the job titles or names of workers to be interviewed on the <i>W.O.W. Worker Survey</i>.</li> <li>• Instruct pairs to help each other make a plan for contacting workers and conducting interviews.</li> <li>• Assign partners to be the <i>accountability person</i> for each other, i.e., to support each other in remembering and conducting interviews. (They may want to conduct some interviews together [each person must take the lead for 4 interviews]).</li> </ul> <p>4. <b>Writing Thank-You Notes to Workers Interviewed:</b> Distribute Student Resource: <a href="#">Thank-You Note to Workers</a>. The last step on the <i>Interviewing Skills Pocket Guide</i> is “write a thank-you note....” Explain the importance of following their interview with a thank-you note to the worker for taking his or her time to talk with student. Possible format:</p> <ul style="list-style-type: none"> <li>• Date</li> <li>• Greeting</li> <li>• Thank you for time</li> <li>• I learned ____</li> <li>• Thank you again. I enjoyed ____</li> <li>• Closing</li> </ul> <p>Tell students they may use the “stationery” provided or thank-you cards they have at home. Instruct them to write and deliver thank-you notes within 24 hours (ideally) of the interview. <b>A part of each accountability person’s job is to remind partner to write notes. This is a “no-excuses assignment”!</b></p> <p><b>ASSESSMENT: Content:</b> SHOW-ME...SHOUT-OUT (one-at-a-time; inside shouts): a big idea from Lessons 1 &amp; 2 that you will remember forever and ever.</p> <p><b>ASSESSMENT: Personalization of Content:</b> SHOW-ME...SHOUT-OUT...On a blank piece of notebook paper or personal white-boards..In writing or in a</p>	<p>3. Work with a partner; think about the many workers seen each day.</p> <p>Identify 2 family members and 2 workers in the community to interview; write job titles or names on the survey.</p> <p>Work with partner to develop a plan for contacting workers and conducting interviews.</p> <p>Partners will be the accountability person for each other, i.e., partners will remind each other to schedule/conduct interviews and complete thinking paper before next lesson with school counselor.</p> <p>4. Listen to school counselor’s instructions about writing thank-you notes. Ask clarifying questions if unsure about procedure and/or what to say in note.</p> <p><b>Accountability person: It’s part of your job to remind partner to write notes. This is a “no-excuses assignment”!</b></p> <p><b>ASSESSMENT: Content:</b> Participate in SHOW-ME...SHOUT-OUT: a big idea that you will remember—forever.</p> <p><b>ASSESSMENT: Personalization of Content:</b> Participate in SHOW-ME...SHOUT-OUT in writing or a picture: one feeling you have when thinking about</p>

Professional School Counselor Procedures:	Student Involvement:
<p>picture: one feeling you have right now when you think about interviewing adults...</p> <p><b>CLOSURE: Remind students</b> that when they conduct WOW surveys, they will be <b>conducting research</b> to seek answers to the following over-arching questions:</p> <ul style="list-style-type: none"> <li>• Is money the only reason people work?</li> <li>• What factors influence workers' satisfaction in their work?</li> <li>• What factors influence workers' dissatisfaction (unhappiness) in their work?</li> </ul> <p>The questions you ask workers will answer the questions for the sets of 4 workers interviewed.</p> <p>Remember: You do not know the answers to the questions yet!! In research, the answers to the questions are NOT known until all data have been collected (interviews), compiled (charts, next lesson) and analyzed (findings and conclusions).</p> <p>Before we close, review the steps of your plan to complete the WOW surveys of 4 workers and...</p> <p>SHOW-ME...SHOUT-OUT (all-together; inside shouts): Who is your accountability person?</p> <p><b>LESSON 3: WHY ARE THESE WORKERS HAPPY IN THEIR WORK?</b></p> <p><i>Prior to Lesson 3: Through classroom teacher, remind students to complete and have available during classroom guidance lesson their W.O.W. Worker Surveys.</i></p> <p><b>Materials:</b> 1 copy of 3-page <a href="#">Results: Worker Job Satisfaction Interviews</a> for each pair of students: (Page 1: <a href="#">Comparing Worker Job Satisfaction</a>, Page 2: <a href="#">Career Paths of Workers Interviewed</a> and Page 3: <a href="#">Suggestions for Summarizing Worker Job Satisfaction Interviews</a>) Student Thinking Papers; students will need their: completed <a href="#">W.O.W Worker Survey</a> and <a href="#">Job Satisfaction Interviews: Home and School Jobs</a> thinking papers (Lesson 1).</p> <p><i>Hook:</i> "Today, we find out the results of your research about factors that influence workers' job satisfaction (happiness). In addition, we will find out how school subjects help workers do their jobs well. First..."</p> <ol style="list-style-type: none"> <li><b>How did data collection go?</b> Invite several volunteers to tell the other students what they thought and felt about the data collection process (interviewing workers) for their research. For example, was it easy or difficult to get information</li> </ol>	<p>interviewing adults.</p> <p><b>CLOSURE:</b> Put on researcher hats (imaginary). Remember: researchers think objectively and are consistent in their data collections procedures, i.e., they ask every person the same questions.</p> <p>Put on researcher hats (imaginary): Keep the overarching questions in mind as data are gathered during your interviews.</p> <p>Remember: You do not know the answers to the questions yet!!</p> <p>Contribute to SHOW-ME...SHOUT-OUT (all-together; inside shouts)... <u>(the name of your accountability person)</u></p> <p><b>LESSON 3: WHY ARE THESE WORKERS HAPPY IN THEIR WORK?</b></p> <p>A Student Reminder: Speak loudly and clearly enough for everyone to hear your great ideas. Remember to use conventions of standard English in oral and written work.</p> <p><i>Hook:</i> Listen to/think about the meaning to YOU of the school counselor's comments about the results of worker job satisfaction surveys. Comment or ask questions as appropriate.</p> <ol style="list-style-type: none"> <li>Get out completed worker surveys and the Career Paths pocket guide; review the results of the survey and contribute to class discussion about workers interviewed. Volunteer to tell about what it was like to interview the workers (e.g., fun, easy and relaxing,</li> </ol>

Professional School Counselor Procedures:	Student Involvement:
<p>from the adults; were they (students) nervous asking questions? Ask what they learned about interviewing as a result of interviews. Encourage students to share honest feelings.</p> <p>Comment/discuss as appropriate to prepare students for processing results of <i>W.O.W. Worker Surveys</i>.</p> <p><b>SHOW-ME...THUMBS-UP if you have written your 4 thank-you notes.</b> If you have not...please let me know (later) when you WILL write your thank-you notes and/or what help you need to get them written. This is a “no-excuses assignment”.</p> <p>2. <b>Ask Essential Questions (rhetorically):</b> Is money the only reason people work? What satisfaction (other than money) do workers get from working? What makes some people unhappy in their work?</p> <p>Invite several volunteers to tell the other students about preliminary ideas they have about the feelings workers expressed about their jobs. Did most people like or dislike their jobs? Why did they feel that way?</p> <p>3. Instruct students to look at their completed <i>W.O.W. Worker Surveys</i>. Briefly discuss the various occupations and/or jobs of the persons interviewed.</p> <p>Explain that they will work in pairs, then quartets, then octets to identify in-common and unique job satisfaction needs that are met by workers’ jobs.</p> <p>4. <b>Introduction to Data Analysis:</b> Vocabulary development: Write “Data” and “Analysis” on the board. Invite students to define the words separately. Add to their definitions and explain that they collected (gathered) data when they conducted their interviews.</p> <ul style="list-style-type: none"> <li>• <b>Review the research components</b> of this assignment: <ul style="list-style-type: none"> <li>○ Asking questions; gathering data (interviews);</li> <li>○ Entering/tallying data (thinking paper chart);</li> <li>○ Summarizing and analyzing data (results);</li> <li>○ Deciding what data tell us (conclusions);</li> <li>○ Talking about results and conclusions with others (peer review).</li> </ul> </li> </ul> <p>5. <b>Group students in pairs</b> with their accountability persons from Lesson 2; provide each pair with one copy of 3-page thinking paper : <a href="#">Results: Worker Job Satisfaction Interviews</a> (Page 1: <a href="#">Comparing Worker Job Satisfaction Factors</a>, Page 2: <a href="#">Career Paths of Workers Interviewed</a> and Page 3 <a href="#">Suggestions for Summarizing Worker Job Satisfaction Interviews</a>)</p>	<p>hard).</p> <p>Participate when school counselor says: SHOW-ME...THUMBS-UP to let him or her know that 4 thank-you notes have been written. If not, it is <b>your responsibility</b> to talk with school counselor about plan to get-it-done. This is a “no-excuses assignment”.</p> <p>2. Answer school counselor’s rhetorical questions in head.</p> <p>If did not volunteer in Step 1, volunteer to tell classmates 1 or 2 preliminary ideas about workers and their feeling about their jobs.</p> <p>3. If you did not volunteer in Step 1 or 2, gather courage and contribute to discussion about the workers interviewed.</p> <p>4. Volunteer to define either “Data” or “Analysis.</p> <p>As school counselor reviews the research components, listen and compare to other research in which you may have engaged. Make topic-relevant comments and/or ask clarifying questions.</p> <p>5. Meet up with Lesson 2 accountability person; together, look over the <i>Comparing Worker Job Satisfaction Factors</i> and <i>Career Paths of Workers Interviewed</i>;</p> <p>Follow along as school counselor explains how to complete each step of the data entry process</p>

Professional School Counselor Procedures:	Student Involvement:
<ul style="list-style-type: none"> <li>• Explain procedure for completing each page (see note on page 1: <i>Comparing Worker Satisfaction Interviews</i>).</li> <li>○ Point out: in Steps 1 &amp; 2, partners will work separately to complete the parts of EACH thinking paper related to the workers they interviewed.</li> <li>○ Partners work together in Step 3.</li> <li>• <b>Invite clarifying questions</b> about process of completing <i>Comparing Worker Job Satisfaction Factors</i> and <i>Career Paths of Workers Interviewed</i>.</li> </ul> <p><i>PSC Note: It may be more developmentally appropriate for younger students if each step is completed before going to the next.</i></p> <p>6. <b>Pairs complete tasks.</b> When they are ready to complete page 3 (describe and summarize data) students may need direct instruction (see <a href="#"><i>Suggestions for Summarizing Worker Job Satisfaction Interviews</i></a>, Page 3 of thinking paper).</p> <p>7. <b>Pairs prepare to present findings to another pair of students:</b> Guide/support students as they prepare to present findings to another pair (2 minute limit).</p> <p>8. <b>Worker Job Satisfaction Factors: Similarities and Differences among Career Paths:</b> Instruct pairs to join with another pair (to form a quartet). In quartets:</p> <ul style="list-style-type: none"> <li>• Each pair presents its findings about workers' job satisfaction to the other pair. (limit to 2 minutes)</li> <li>• Follow each presentation with a brief Q&amp;A.</li> <li>• When both pairs have presented findings, quartets discuss results.</li> <li>• Distribute a large piece of chart paper and 2 dark markers to each quartet. Tell students to divide chart paper into 6 sections and label each section with the name of a Career Path.</li> <li>• Using their completed job satisfaction and career path thinking papers, students take turns (2 at-a-time) writing the job satisfaction factors of the workers interviewed in the appropriate career path (factors may be listed in more than one Career Path). List school subjects that help workers in each Career Path perform their job tasks well.</li> </ul> <p>When chart is completed students will be able to visualize the satisfaction workers interviewed receive in each of the Career Paths and the school subjects that help the workers perform their work tasks.</p>	<p>Ask clarifying questions about any part of the directions that are unclear.</p> <p>6. Work with partner to complete the tasks. Ask for assistance from school counselor when you get "stuck"!</p> <p>7. Prepare to present findings to another pair of students.</p> <p>8. In quartets, partners make 2 minute (max) presentations of findings to the other pair. As the other pair is presenting, think of questions you might want to ask.</p> <p>After dividing chart paper into 6 sections, write the name of a Career Path in each section; write the job satisfaction factors/needs of workers under appropriate Career Path. If no one in quartet interviewed workers in a particular Career Path, indicate by writing (something like): "No interviews conducted".</p> <p>After listing the job satisfaction factors, list school subjects that influence workers' success in each Career Path. (Ask for more chart paper if needed.)</p>



Professional School Counselor Procedures:	Student Involvement:
<p>9. Discuss findings: What did students learn about the factors that influence workers' job satisfaction? Are the factors the same for workers in all Career Paths?</p> <p>10. <b>Join two quartets to form octets</b>; post Career Path charts for all in group to see. Instruct students to <b>compare the charts for in-common and unique job satisfaction</b> factors for workers.</p> <p>11. Give students an opportunity to mill about and read the job satisfaction needs of the workers students in other groups interviewed.</p> <p>12. After milling around <b>tell students to review their own job satisfaction factors</b> (<a href="#"><i>Job Satisfaction Interviews: Home and School Jobs</i></a> Lesson 1 thinking paper). Guide students in comparing the group charts and their own job satisfaction needs, pointing out similarities/differences <b>among</b> the data posted on charts and <b>between</b> the data on the charts and the data on their own <i>Satisfaction Surveys</i>.</p> <p><b>ASSESSMENT: Content:</b> Completed <i>W.O.W. Worker Surveys, Comparing Worker Job Satisfaction</i> and <i>Career Paths of Workers Interviewed</i> thinking papers are students' demonstration of knowledge about factors that influence job satisfaction/dissatisfaction of workers. In addition, beginning skill in conducting research to answer questions is measured by their interviews (data collection), organization and tabulation of data (results), studying data for trends and patterns (analyzing results), drawing conclusions and reporting results.</p> <p><b>Pose the over-arching questions one more time; invite volunteers to respond:</b></p> <ul style="list-style-type: none"> <li>• Is money the only reason people work?</li> <li>• What factors influence the satisfaction/happiness workers get from working?</li> <li>• What factors influence workers' lack of satisfaction/unhappiness in their work?</li> <li>• What are personal needs?</li> <li>• How does work help us satisfy our personal needs?</li> <li>• What makes you love (or hate) the jobs you do at home and school?</li> </ul> <p><b>Discuss/link/summarize responses.</b></p> <p><b>ASSESSMENT: Personalization of Content:</b> Students complete the <b>reflection questions</b> about their interviews with workers (found at bottom of <a href="#"><i>W.O.W. Worker Surveys</i></a>). Invite several students to read their reflections to their classmates. Provide</p>	<p>9. Contribute to discussion of findings by telling classmates 1 thing you learned after analyzing data.</p> <p>10. Form octets and post charts. Study each chart in your octet—what are your observations? Similarities? Differences? Agreement? Disagreement? Talk with members of octet about observations.</p> <p>11. Mill around; study other groups' findings; ask questions.</p> <p>12. Review your responses to the <i>Satisfaction Survey</i> about factors that influence your own job satisfaction. Compare data <b>among</b> the posted charts and <b>between</b> data on posted charts and own data.</p> <p><b>ASSESSMENT: Content:</b> Thoughtful and complete responses on the <i>W.O.W. Worker Surveys, Comparing Worker Job Satisfaction</i> and <i>Career Paths of Workers Interviewed</i> demonstrate knowledge of job satisfaction. Skills of conducting simple research processes are measured by being able to follow a step by step approach to answering questions.</p> <p>Volunteer to respond to the questions posed by the school counselor.</p> <p><b>ASSESSMENT: Personalization of Content:</b> Complete the reflection questions about interviews with workers (found at bottom of <i>W.O.W. Worker Surveys</i>). If haven't volunteered during this lesson—do it NOW—volunteer to read your reflection to classmates.</p>

Professional School Counselor Procedures:	Student Involvement:
<p>summary/linking comments as students share.</p> <p><b>CLOSURE:</b> If time allows, do a quick “whip-around”-- start at specific place in group (e.g., middle) and give every student an opportunity to contribute one idea or feeling that stands out about job satisfaction (remember—ok to pass—although student takes responsibility—“I pass, today.”)</p> <p><b>Encourage students to continue to find out more about careers of interest by being curious WOW observers</b> and to explore career information resources available in the school counselor’s office or the school library.</p>	<p><b>CLOSURE:</b> When it is your turn in the “whip-around”, state one idea or feeling about job satisfaction that stands out for you. State idea or feeling using a complete sentence AND speak loudly enough for EVERYONE in room to hear...it is ok to pass; must say in equally confident voice “I pass today.”</p> <p>Continue to be curious about what workers do at work and why they are happy (or unhappy) in their work.</p>

**Classroom Teacher Follow-Up Activities (Suggestions for classroom teacher to use to reinforce student learning of Comprehensive Guidance Curriculum concepts)**

*These three lessons are ideal for collaboration with classroom teachers. The activities may be used as a performance event after studying research skills in the classroom. In addition, they form a foundation for Show-Me Social Studies Standards that address economic concepts by helping students gain a basic understanding of worker job satisfaction factors and the related benefit of making a contribution to our world through the work one does.*

**Provide** classroom teacher with a brief overview of the lessons and copies of materials used during lessons: Student Thinking Papers; [Job Satisfaction Interviews: Home and School Jobs](#), [W.O.W. \(World of Work\) Worker Survey](#), [Comparing Workers’ Job Satisfaction](#) and [Career Paths Of Workers Interviewed](#); Student Resources: [Interviewing Skills Pocket Guide](#), [Career Pathways Pocket Guide](#) and [Thank-you Note to Workers](#) (stationery)

**Summarize Systematic Observations:** Review observations and notes made throughout the lessons:

- Identify **students who worked well with partners** during interviews of each other, who worked cooperatively with partner to facilitate the completion of partner tasks and who demonstrated a high level of involvement in whole class conversations. These students could serve as role-models in other group situations.
- Identify students’ **persistent misconceptions** about work and worker satisfaction, e.g., students who appeared to hold persistent negative attitudes about work as a means of personal satisfaction;
- Identify students who appeared to **lack the ability to identify and articulate PERSONAL needs** currently met by doing jobs well—at home and/or at school
- Identify students who **did not appear to take assignment as a learning opportunity**, e.g., who did not complete interviews or whose interview results appeared to be made up.
- Identify students who appeared to have **a limited awareness of the interview process** and whose responses indicate an inability to gain information through interviewing or an inability to identify school subjects that help workers accomplish work tasks
- Identify students whose reflection statements indicate an **inability to integrate the acquisition of self-knowledge** (e.g., personal needs met by current activities) with planning present and future activities.
- Identify students who consistently had **difficulty participating in any aspect of lessons**, for example, had difficulty expressing themselves in group conversations, who consistently took over groups or kept task groups from accomplishing assignments because of distracting behaviors, students who rarely (if ever) contributed to class conversations or whose responses to thinking papers were inappropriate or lacked depth/sincerity

**Consult with Classroom Teacher:** Discuss your systematic observations. Does he or she validate your observations as being classroom behaviors as well? If so, collaborate with the classroom teacher to further identify the extent of the challenges. Determine if the difficulty is a “will” or a “skill” issue. Does the student know HOW to discover and use self-knowledge and/or interview skills yet lacks the motivation and/or confidence to take the risk to interview others or talk about personal strengths/preferences (will)? Or does the student lack the skills of identifying personal characteristics and conducting information seeking interviews of adults?

**Collaborate** with Classroom Teacher: Collaborate with classroom teacher to plan appropriate interventions.

Interventions might include (and are not limited to) additional classroom guidance activities about interviewing skills, identifying personal needs and integrating information to help plan present and future activities.

Responsive Services involvement might be indicated for individuals, e.g., individual/group counseling related to self-confidence, identifying personal needs, skills of gaining information through interviews with adults. In some cases, more intensive involvement of parents may be indicated.

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



### **INTERVIEWING SKILLS:**

- ☐ Ask question;
- ☐ Wait for answer;
- ☐ Take notes;
- ☐ Write exactly what person says;
- ☐ Ask for more information (e.g., tell me more, describe what you think while you do the job);
- ☐ Thank the interviewee;
- ☐ Follow-up with a thank you note.

### **INTERVIEWING SKILLS:**

- ☐ Ask question;
- ☐ Wait for answer;
- ☐ Take notes;
- ☐ Write exactly what person says;
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## JOB SATISFACTION INTERVIEWS: HOME AND SCHOOL JOBS

**Interviewer:** \_\_\_\_\_ **Class:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Interviewee:**

**Directions:** Interview a classmate about 2 jobs he or she does at school and/or home. Circle whether it is a “Home” or “School” job (use back as necessary). Remember: use conventions of standard English.

## 'S JOBS

**Job 1 Title (Home or School):** \_\_\_\_\_

**Job Description:** \_\_\_\_\_

**Job Tasks:**

**School Subjects that help \_\_\_\_\_ do this job well: \_\_\_\_\_**

**The personal needs \_\_\_\_\_ meets by doing this job (name at least 2) are:**

**What \_\_\_\_\_ likes about this job: \_\_\_\_\_**

**What \_\_\_\_\_ doesn't like about this job: \_\_\_\_\_**

**All things considered, \_\_\_\_\_'s feelings about this job are: \_\_\_\_\_**

**Because** \_\_\_\_\_

-----

**Job 2 Title (Home or School):** \_\_\_\_\_

**Job Description:** \_\_\_\_\_

**Job Tasks:** \_\_\_\_\_

**School Subjects that help \_\_\_\_\_ do this job well: \_\_\_\_\_**

**The personal needs \_\_\_\_\_ meets by doing this job (name at least 2) are: \_\_\_\_\_**

**What \_\_\_\_\_ likes about this job: \_\_\_\_\_**

**What** \_\_\_\_\_ **doesn't like about this job:** \_\_\_\_\_

**All things considered, \_\_\_\_\_'s feelings about this job are: \_\_\_\_\_**

**Because**

**W.O.W.\* WORKER SURVEY**

\* World of Work

**Name:** \_\_\_\_\_ **Class:** \_\_\_\_\_ **Date:** \_\_\_\_\_**Directions:** Interview four (4) adult workers about their jobs. Summarize the information in the table.

Job Tasks	What school subjects does the worker use on the job?	What is the greatest personal satisfaction the worker gets from this job? What does worker like most/least about job? Overall, is worker satisfied or dissatisfied with job? What factors influence worker's satisfaction and/or dissatisfaction about the job?	How does this job fit YOU (student)? Scale=1-10 1 low/10 high
<b>1. Family Member:</b> _____ <b>Job Title</b> _____ <b>Career Path</b> _____			
<b>2. Family Member:</b> _____ <b>Job Title</b> _____ <b>Career Path</b> _____			
<b>3. Name of Worker</b> _____ <b>Job Title</b> _____ <b>Career Path</b> _____			
<b>4. Name of Worker</b> _____ <b>Job Title</b> _____ <b>Career Path</b> _____			

**Reflection (write responses on back):** I learned \_\_\_\_ about the job satisfaction needs of workers. Comparing my job satisfaction needs with those of the workers I interviewed, I would be happiest working in a job \_\_\_\_\_. I would NOT be happy working in a job \_\_\_\_\_. My favorite school subjects are: \_\_\_\_\_. The workers I interviewed who use \_\_\_\_\_ in their jobs were: \_\_\_\_, \_\_\_\_, \_\_\_\_\_. I learned I \_\_\_\_\_. I want to learn more about the following jobs: \_\_\_\_, \_\_\_\_, \_\_\_\_, \_\_\_\_, \_\_\_\_\_. In conclusion \_\_\_\_\_.

**Career Pathways**

Use these mini-descriptions to help identify Career Paths of workers you interview

**Fixing & Building:** *People who like to figure out how things work and build things.*

**Health:** *People who like to care for animals and people.*

**Helping:** *People who like to make things better for others.*

**Nature:** *People who like to work outdoors with plants and animals.*

**Creative:** *People who like to draw, write or perform for other people.*

**Business:** *People who like to do math, sell things, or use computers*

**Career Pathways**

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**THANK YOU!**

**THANK YOU!**

**THANK YOU!**

**THANK YOU!**

## RESULTS: WORKER JOB SATISFACTION INTERVIEWS

### Comparing Worker Job Satisfaction Factors

Name: \_\_\_\_\_ and \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

**DIRECTIONS FOR COMPARING WORKER JOB SATISFACTION FACTORS AND CAREER PATHS OF WORKERS THINKING PAPERS** (*this thinking paper and the thinking paper, Career Paths Of Workers Interviewed, are complementary and are completed simultaneously by partners*).

- One person writes job titles and names workers he or she interviewed in the top row of the table below while partner adds his or her interview information to the next thinking paper: *Career Paths of Workers Interviewed*.
- Partners switch papers and follow same procedure for second thinking paper.
- Partners work together to enter information in chart below:
  - In the **first column**, list the job satisfaction factors/needs identified by the workers you and your partner interviewed (eliminate duplicate factors);
  - Place an **"X"** in column for each worker who identified the factor (see example).

<b>Job Satisfaction Factors/Needs</b>	<b>Worker 1</b>	<b>Worker 2</b>	<b>Worker 3</b>	<b>Worker 4</b>	<b>Worker 5</b>	<b>Worker 6</b>	<b>Worker 7</b>	<b>Worker 8</b>
Working with others		X	X		X		X	

## RESULTS: WORKER JOB SATISFACTION INTERVIEWS

### Career Paths of Workers Interviewed

(See Directions for the thinking paper: Comparing Worker Job Satisfaction Factors)

Name: \_\_\_\_\_ and \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

PSC NOTE: The Guidance e-Learning Center ([www.mcce.org](http://www.mcce.org)) is an excellent source for materials as well as links to other resources. Download full-color Career Path (and Career Cluster) posters at: [www.missouricareereducation.org/for/content/career/](http://www.missouricareereducation.org/for/content/career/)

**DIRECTIONS:** Write the job titles and names of workers interviewed in the appropriate career paths.

**Fixing & Building:** People who like to figure out how things work and build things.

Workers interviewed (and their job titles) in the Fixing and Building Career Path

- 1.
- 2.
- 3.
- 4.
- 5.

**Health:** People who like to care for animals and people.

Workers interviewed (and their job titles) in the Health Career Path

- 1.
- 2.
- 3.
- 4.
- 5.

**Nature:** People who like to work outdoors with plants and animals.

Workers interviewed (and their job titles) in the Nature Career Path

- 1.
- 2.
- 3.
- 4.
- 5.

**Helping:** People who like to make things better for others.

Workers interviewed (and their job titles) in the Helping Career Path

- 1.
- 2.
- 3.
- 4.
- 5.

**Creative:** People who like to draw, write or perform.

Workers interviewed (and their job titles) in the Creative Career Path

- 1.
- 2.
- 3.
- 4.
- 5.

**Business:** People who like to do math, sell things, or use computers

Workers interviewed (and their job titles) in the Business Career Path

- 1.
- 2.
- 3.
- 4.
- 5.

## RESULTS: WORKER JOB SATISFACTION INTERVIEWS

### Suggestions for Summarizing Worker Job Satisfaction Interviews

**With your partner, describe and summarize the information the two of you gathered about worker job satisfaction.**

You may complete the following sentences OR write your own description and summary using the following sentences as examples for your description:

The data collected through worker interviews conducted by \_\_\_\_\_ & \_\_\_\_\_ indicated the following:

1. The job satisfaction factors/needs \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_ were shared by \_\_\_\_\_ of the 8 workers interviewed. The Career Paths represented by the workers interviewed were: \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.
2. Is money the only reason people work? YES NO  
We found that of the eight (8) workers we interviewed, \_\_\_\_\_ identified factors other than money as the most important reason they work. Examples of most important factors workers identified were: \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.
3. We discovered that \_\_\_\_\_ of the eight (8) workers interviewed expressed positive feelings about their work and \_\_\_\_\_ of the 8 workers expressed negative feelings about their work.
4. The following factors influenced workers' **satisfaction** with their jobs: \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.
5. The following factors influenced workers' **dissatisfaction** with their jobs: \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.
6. Workers were asked what school subjects helped them do their jobs well. The results of the school subject question, suggests the following:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

7. In addition, we learned the following about work and working from the workers we interviewed: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## YOU CAN: BE SUCCESSFUL!

*Note: With slight modifications, each of these lessons may be used as a single activity. They are “bundled” because of their inter-relatedness about the topic of effective work/study skills—the Habits of Success; in addition, the lessons provide an example of a performance event. The Student Thinking Papers and PSC Resources may be used to supplement other lessons you are teaching related MCGP Concepts.*

*PSC Note<sup>1</sup>: This series of four lessons lends itself well to collaboration with classroom teacher, music teacher and art teacher. It might even be expanded to include the critical examination of advertising and the covert persuasion used to convince an audience to buy a product. Is it true or false/right or wrong or...? You may want/need to modify the “Take-One” Student Thinking Paper and modify procedures to shorten the lessons.*

*PSC Note<sup>2</sup>: Lesson 1 and the first part of Lesson 2 address school and work habits of success. The remainder of Lesson 2 and Lessons 3 & 4 are designed as a performance event to demonstrate understanding of the Habits of School and Work Success. With slight modifications, [Lessons 1 and 2 may be used as a single activity](#).*

**Purpose:** Some students view success as unattainable and become learning discouraged. This series of lessons helps students understand their roles in determining their own success. Students learn/re-learn their study and work habits make a difference in their success (or lack of success) in school and in the World of Work (WOW). Students learn about the school and work benefits of universally effective school and work success habit They assess their current level of application and are provided a check-list they may use on a daily basis to monitor their application of the skills. Self-advocacy is emphasized throughout the lessons.

**Lesson 1: Can We Predict Success?** *The relationship of Habits of School and Work Success\* to self-advocacy and planning for one’s own school and work success.*

**Materials:** Student Thinking Papers: [Work Success Habits: Pre-Assessment](#) And [Habits of School Success: How They Help](#)

*\*a number of writers have used the term “habits of success”; a web search takes you to links for a variety of websites; Arthur Costa & Bella Kallik’s 16 Habits of the Mind complement the teaching of this series of lessons about the habits of success (<http://www.instituteforhabitsofmind.com/>).*

**Lesson 2: Take One, Part 1:** *Students review/expand information about Habits of School Success. They work in teams and begin the process of creating a commercial for one of the Habits of School Success.*

**Materials:** Student Thinking Paper: [Take One](#); Student Resource: [Habits of School Success: Checklist](#); Chart paper (to allow all team members to have visual reminder [group memory] of team’s discussion; to be saved and reviewed during the succeeding work sessions), Poster Board, Markers, Crayons

**Lesson 3: Take One, Part 2: Start from Where You Are!** *Teams complete 60 second commercials.*

**Materials:** Arrange for photocopies to be made during the lesson of each team’s script for team. Student Thinking Paper: [Take One](#) and student-generated materials from Lesson 2 (Students complete work started in Lesson 2)

**Lesson 4: Show-Time:** *Each team presents its 60 second commercial to whole class.*

**Materials:** Timer, Camera to make video recordings\* of commercials; Teams’ scripts/props and other materials required for “airing” of commercials; [Work Success Habits: Post-Assessment](#); [Habits Of School Success: My Self-Assessment](#) Student Thinking Paper

**\*Review school/district’s policy regarding photographing students (video or still). What permissions are required? Who is responsible for obtaining/verifying/recording permissions? Comply!**

**Time:** Four (4) 50-60 minute lessons

**Group Size:** Small group or whole Class

**Grade Level:** 4-6

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

**Strand:** Career Development (CD)

**Big Idea:** CD 9 Applying Employment Readiness Skills And The Skills For On-The-Job Success.











**Concept:** CD.9.A. Personal skills for job success

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

**Career 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** (Note: this listing does not include all possible related Units/Lessons—they are merely examples of how the activity fits with the MCGP Guidance eLearning Units/Lessons)

4 <sup>th</sup> Grade	CD.9.A, CD.9.B	Unit:	<a href="#">Working Together</a>	 
6 <sup>th</sup> Grade	CD.9.A, CD.9.B	Unit:	<a href="#">Evaluating One's Personal, Ethical, Academic and Work Habits</a>	 
<b>The following Units/Lessons address study habits related to success in school and on the job.</b>				
4 <sup>th</sup> Grade	AD.4	Unit	<a href="#">Tick-Tock Goes the Clock</a>	 
5 <sup>th</sup> Grade	AD.4	Unit	<a href="#">Successful Students!</a>	 
6 <sup>th</sup> Grade	AD 4	Unit	<a href="#">The Successful Student</a> (Lessons 1 & 2)	 

**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) 5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations.
	Mathematics	
X	Social Studies	
	Science	
	Health/Physical Education	
X	Fine Arts	1. Process and techniques for the production, exhibition/performance of one or more of the visual or performed arts 4. Interrelationships of visual and performing arts and the relationships of the arts to other disciplines.

**Enduring Life Skill(s)**

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

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

See Individual Lessons
------------------------

**Lesson Preparation/Motivation**

<p><i>Essential Questions:</i> What do successful students and adults do that makes them successful? Can anyone be successful? Who decides?</p> <p><i>Engagement (Hook):</i> See individual lessons.</p>
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## Procedures

Professional School Counselor Procedures:	Student Involvement:
<p><b>LESSON 1: CAN WE PREDICT SUCCESS?</b></p> <p><b>Materials:</b> See book titles listed in <i>Hook</i>; Student Thinking Papers: <a href="#">Work Success Habits: Pre-Assessment</a> And <a href="#">Habits of School Success: How They Help</a></p> <p><i>Throughout these lessons, systematically observe students as they participate in their assigned small groups. Be aware of students who mask their lack of participation with such behaviors as: seemingly looking at thinking papers--hat pulled over eyes masks closed eyes; appearing to write notes during discussion—actually doodling).</i></p> <p><b>Hook:</b> Enter classroom with an armload of books about how to be successful, such as, Sean Covey’s <i>The 7 Habits of Happy Kids</i> (2008, Simon &amp; Schuster Children's Publishing) and Marianne Richmond’s <i>Hooray for you!: A celebration of "you-ness"</i> (2003, Sourcebooks Inc.), and Charlene Costanzo’s <i>The twelve gifts of birth</i> (1999, William Morrow (HarperCollins)</p> <p>Say something like “Do you know that there are many people rooting for you and your success? Most of whom you don’t even know! Just look at all these books...</p> <ol style="list-style-type: none"> <li><b>Transition from Hook to lesson:</b> Ask students to hypothesize about reasons strangers might want them to be successful. Invite 3 or 4 students to tell the class their hypotheses. If “Because I’m worth it” is not a response, point out the importance of believing everyone including themselves is worthy of success.</li> </ol> <p>Point out that in this very school, there are adults whom they know who are ready to help them on their own journey to success.</p> <ol style="list-style-type: none"> <li><b>Introduce Lessons:</b> In this and the next 3 lessons, the emphasis will be “YOU CAN: BE SUCCESSFUL”. They: <ul style="list-style-type: none"> <li>Assess their present thinking about work success;</li> <li>Identify and assess Habits of School Success;</li> <li>Create and produce commercials about habits of success;</li> <li>Develop a plan for monitoring application of the Habits of School Success.</li> </ul> </li> <li><b>SHOW-ME SHOUT-OUT</b> (one-at-time; inside</li> </ol>	<p><b>LESSON 1: CAN WE PREDICT SUCCESS?</b></p> <p><b>Students:</b> During these lesson, 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><b>Hook:</b> Volunteer a hypothesis about why strangers want all students to be successful. If do not volunteer, listen/think about other students’ hypotheses. Do you agree or disagree?</p> <p>Listen to and think about school counselor’s statement that there are adults at school who ready to help every student be successful...in school and in life. What do the words mean for you?</p> <ol style="list-style-type: none"> <li>As school counselor talks about the next lessons, listen AND think about what you know and want to learn about <b>making yourself successful</b>.</li> <li>Contribute one thing you want to learn about success to the SHOW-ME SHOUT-OUT</li> <li>Contribute an idea to the class conversation with</li> </ol>

Professional School Counselor Procedures:	Student Involvement:
<p>shouts)... What do you want to learn about making yourself successful? Summarize and use their comments to transition to next part of lesson.</p> <p>Explain to students that <b>school success predicts job success</b>. Talk with students about the relationship between work/study habits and school success. Emphasize:</p> <ul style="list-style-type: none"> <li>• Most students do poorly in school because of poor work habits, rather than because of the inability to do the work.</li> <li>• Most employees lose their jobs due to poor work habits.</li> <li>• Study and work habits they use now are the ones that are required when they get a job—now AND in the future.</li> <li>• Study habits they use help them <b>learn</b> WHAT to do on the job (e.g., mathematical equations);</li> <li>• The work habits they use will help them know HOW to do the job.</li> <li>• For example: <ul style="list-style-type: none"> <li>○ If their neighbors hire them to shovel snow, they need to know the shovel becomes a lever to make their work easier AND</li> <li>○ They need to start and finish the job when the neighbors expect.</li> </ul> </li> </ul> <p>4. <b>Pre-Assessment:</b> Distribute and explain the <a href="#">Work Success Habits Pre-Assessment</a> (Student Thinking Paper). Invite clarifying questions.</p> <p>Read each statement as students mark their responses (this keeps assessment from being an assessment of reading ability). When completed, invite student comments about the assessment statements, especially statements about which they were unsure. Collect their papers.</p> <p><i>The results of the pre-assessment will be compared with the post-assessment results to assess students' thinking about work success habits before and after the series of lessons.</i></p> <p>5. <b>Write the title “Habits of School Success” on the board.</b> (Review procedure for <i>SHOW-ME... ON-THE-BOARD</i> with students: [plan ahead for enough “chalk” for 5 or 6 students at a time to write their ideas.]; Remind students what “quickly and orderly” means [5 or 6 students writing at all times—no lag between writers].)</p> <p>Ask students to think about what they do or can do to</p>	<p>school counselor about the relationship of success and WHAT STUDENTS DO (study/work habits). What are your thoughts about his or her points?</p> <p>4. Look over the <i>Work Success Habits Pre-Assessment</i> thinking paper. Ask clarifying questions.</p> <p>As school counselor reads each item, mark your response (with integrity).</p> <p>What did you think of the statements? Contribute to conversation about the statements. Give thinking papers to school counselor.</p> <p>5. Participate in review of procedure for <i>SHOW-ME...ON-THE-BOARD</i>. Ask questions if unclear about any part of directions.</p> <p>What do you do (or know you could do) to assure</p>

Professional School Counselor Procedures:	Student Involvement:
<p>assure their success in school.</p> <p>6. <b>SHOW-ME...ON THE BOARD...IN WRITING...ALL TOGETHER QUICKLY AND ORDERLY.</b></p> <ul style="list-style-type: none"> <li>Instruct students to write, on the board, what they do to assure their own success (e.g., being on time, maintaining good attendance, producing neat and accurate work, being dependable).</li> <li>It's ok if two or more people write the same habit of success.</li> </ul> <p>7. <b>Students Generate List of Habits of School Success:</b> Help students <b>analyze the Habits of School Success</b> they wrote; combine duplicate ideas and/or clarify "fuzzy" statements; compile ideas into a new list of Habits of School Success.</p> <p>8. <b>Contribution of Habits of Success to School Success:</b> Distribute the <a href="#"><i>Habits of School Success: How They Help</i></a> Student Thinking Paper. Instruct students to enter their newly compiled list of habits of success in the first column of the chart.</p> <p>9. <b>Discuss each column in the chart;</b> as a whole class, in pairs or individually write (in the appropriate column) how each habit of success contributes to the success of learners and workers. When completed, instruct each student to independently rank the importance to him or her of each habit of success (1-10 [1=most important]).</p> <p>10. <b>Public Sharing:</b> Invite 3-4 students to tell their classmates which habit of success they ranked #10 (least important) and which one they ranked #1 (most important) and why. Use their comments as starting points for further conversation about the importance of applying the Habits of School Success every day.</p> <p><b>ASSESSMENT: Content:</b> Step 9 provided assessment of content through the <i>Habits of School Success</i> Student Thinking Paper. Their responses indicated basic knowledge of the relationship of the habits of success to school and work success.</p> <p><b>ASSESSMENT: Personalization of Content:</b> Students complete the reflection stems on their <a href="#"><i>Habits of School Success: How They Help</i></a> thinking papers (reflections are repeated here): <i>When I started this lesson, I thought my school success depended upon _____. After this lesson, I _____.</i></p>	<p>your success in school? Be ready to add your idea to <b>SHOW-ME...ON-THE-BOARD.</b></p> <p>6. Follow school counselor's directions; go to board when directed to do so; write one thing you do to assure own success.</p> <p>7. Look over the list: 1) find duplicates and combine; 2) identify "fuzzy statements" &amp; help clarify; 3) help school counselor compile ideas into a new list.</p> <p>8. On the thinking paper, enter the habits of success of success generated by you and your classmates.</p> <p>9. Listen and think as your school counselor discusses each column; ask questions if unsure about either of the two columns and what to include. Complete the thinking paper with integrity (honestly and thoughtfully).</p> <p>10. Volunteer to tell classmates about your #1 and #10 rankings. If don't volunteer, listen and think about others' comments. How do their rankings compare with yours?</p> <p><b>ASSESSMENT: Content:</b> Completed thinking paper (Step 9) demonstrated your knowledge about the habits of success.</p> <p><b>ASSESSMENT: Personalization of Content:</b> Complete reflections (look for them below the chart of Habits of School Success: How They Help)—with integrity.</p>



Professional School Counselor Procedures:	Student Involvement:
<p><i>From now on I ____.</i></p> <p>Invite volunteers to read their reflections. Summarize as appropriate to extend meaning of reflections for class members.</p> <p><b>CLOSURE: SHOW-ME: THUMBS UP OR DOWN:</b> Who wants to be more successful in school?</p> <p>Tell students that during the next lesson, they will receive a checklist to be used to monitor their use of the Habits of School Success every day. In addition, they have an opportunity to explore the work of those who create commercials by creating a commercial about the importance of one of the Habits of School Success.</p> <p>Encourage students to pay special attention to the commercials they see on television or hear on the radio. What techniques are used to convince consumers to buy the product? How long is each commercial? Keep mental or written notes.</p> <p>Collect <i>Habits of School Success: How They Help Student Thinking Papers</i>.</p> <p><i>(PSC: After the lesson, review the students' thinking paper responses [and the pre-assessment]. Make note of any "out-of-the-ordinary" responses [e.g., extraordinary insight, indications of attitudes that may sabotage success, indications of inability to complete tasks/understand concepts].</i></p> <p><b>See the blank student resource: <a href="#">Habits of School Success: Checklist</a>. Before the next lesson, use the student-generated Habits of School Success (Steps 6 &amp; 7) to create a checklist for students to use independently after completion of lessons. Make copies of the checklist; to distribute to students at the end of Lesson 2)</b></p> <p><b>LESSON 2: TAKE ONE, PART 1</b> <i>Take to class: Habits of School Success: Checklist (distribute during Step 4) &amp; students' completed Habits of School Success: How They Help (Distribute in Step 6)</i></p> <p><b>Materials:</b> Student Thinking Paper <a href="#">Take One</a>; Prior to lesson, gather print advertisements and, if possible, clips of television commercials.</p>	<p>If you have not volunteered today, courageously volunteer to read your reflection. If don't volunteer, listen and think about others' comments. Ask clarifying questions or make comments as appropriate.</p> <p><b>CLOSURE: SHOW-ME: THUMBS UP OR DOWN:</b> Thumbs up to indicate desire to be more successful in school.</p> <p>Commit to paying special attention to radio and television commercials. Become a critical observer—What makes them work (i.e., convince people to buy the product)?</p> <p>Give school counselor your <i>Habits of School Success: How They Help</i> thinking paper.</p> <p><b>LESSON 2: TAKE ONE, PART 1</b></p> <p>A Student Reminder: Speak loudly and clearly enough for everyone to hear your great ideas. Remember to use the conventions of standard English in all speaking and writing.</p>

Professional School Counselor Procedures:	Student Involvement:
<p><i>Hook:</i> Tell students to ponder this: What do successful students and adults do that makes them successful? Can anyone be successful? Who decides?</p> <ol style="list-style-type: none"> <li><b>Review Lesson 1: SHOW-ME...WITH WORDS:</b> Who will tell me one Habit of School Success you remember from our last lesson?  Continue review of the Habits of School Success by inviting several more students to remind the class of a Habit of School Success.</li> <li><b>Inquire about students' thinking</b> in regard to the relationship of school success and worker/job success.</li> <li><b>Ask about students' use of the Habits of School Success</b> since the last lesson. Who applied a habit of success to a job at home (e.g., completed chores with positive attitude or emptied trash before playing video games—and without being asked).</li> <li><b>Adults in School are Ready to Help:</b> Remind students of one of the first statements made during Lesson 1:  <p>“... (In this very school, there are adults whom (you) know who are ready to help (you) on (your) own journey to success.”</p> <p><b>SHOW-ME SHOUT-OUT</b> (one-at-a-time; inside shouts): Name an adult to whom you can go for help on your journey to success.</p> </li> <li><b>Monitoring Self:</b> Distribute the <a href="#"><i>Habits of School Success-Checklist</i></a> Student Resource. Explain the columns and that the checklist is a good reminder for them to continue to plan and be self-advocates for their own success. Invite clarifying questions.  Complete first row of chart together.  Encourage students to put the Habits of Success checklist in their planners or notebooks as a reminder to use the habits every day.</li> </ol> <p><i>*PSC Note: If you want to eliminate the performance event, this is a good place to stop. The remainder of Lesson 2 and Lessons 3 &amp; 4 are preparation for the performance event—assuming roles on an advertising team: creating commercials for habits of success commercials. If you stop here, distribute the students' completed Lesson 1 Habits of School</i></p>	<p><i>Hook:</i> Ponder (think about) questions school counselor asks. How would you answer them?</p> <ol style="list-style-type: none"> <li>Contribute to SHOW-ME...WITH WORDS: Volunteer to tell one Habit of School Success.</li> <li>Contribute to conversation about relationship between school success and work/job success. What makes school success a predictor of work success?</li> <li>Tell about one or two habits of success that have been helpful to since the last lesson.</li> <li>Think about: To whom can you/will you go for help?</li> </ol> <p>Participate in SHOW-ME SHOUT-OUT (one-at-a-time; inside shouts): Name an adult to whom you can go for help.</p> <ol style="list-style-type: none"> <li>Look over the <i>Checklist</i>; ask clarifying questions if something is not clear.</li> </ol> <p>Decide where to keep the <i>Checklist</i> so you remember to use it every day as a part of your plan for success.</p>

Professional School Counselor Procedures:	Student Involvement:
<p><b>Success: How They Help thinking papers. Provide feedback in the form of general comments summarizing their completed charts. Assess content knowledge/understanding by inviting students to tell shoulder partner two ideas they will always remember about the Habits of School Success.</b></p> <p><b>CONTINUE TO PERFORMANCE EVENT:</b></p> <p>6. <b>Transition:</b> Distribute students’ completed Lesson 1 thinking paper: <i>Habits of School Success: How They Help</i>. Make comments summarizing their completed charts and link to the next part of the lesson: Selling one of the habits of success to their peers.</p> <p>7. <b>Discuss Print and Broadcast Advertisements and Commercials:</b> Show print advertisements you gathered. Comment about persuasive elements. Ask: What did <b>you</b> learn from being a critical observer of radio and television commercials? How do companies persuade consumers to buy their products? Write list on board.</p> <p>Encourage students to think beyond content of “commercials” or “ads” to the specific elements that get people to listen or look at the commercials/ads (e.g., grab interest, use repetition, logos, music, stories).</p> <p>8. <b>Introduce Procedure:</b> Tell students that during this and the next two lessons they have opportunities to try out a job in the world of advertising—they will write a commercial for one of the Habits of School Success.</p> <p>Explain that their task is to write (and perform) a commercial for an assigned Habit of Success. During this and the next two lessons they assume roles of advertising specialists in the field of television. On the board, create a list of the jobs they will perform: For example:</p> <ul style="list-style-type: none"> <li>• Director—coordinates workers’ production, keeps team moving along and checks that tasks are being completed.</li> <li>• Copywriters—write the copy (script) for the commercial. They must use standard English, make it attention-grabbing and follow time limit.</li> <li>• Editor—works with copywriters to make sure everything “fits” together and is accurate.</li> <li>• Art Director—works with Director and the copywriters to create artwork (e.g. logo/jingle or slogan/music (if used).</li> </ul> <p>9. <b>Assign Students to Teams:</b> Divide the class into</p>	<p>6. Look over responses on the <i>Habits of School Success: How They Help</i> thinking paper. Refer to these during the advertising team task for hints about the benefits of buying the assigned habit of success.</p> <p>7. Contribute to class discussion about observations of radio and television commercials and the persuasive techniques companies use to convince consumers they “need” to buy products.</p> <p>8. Think about commercials observed. What workers were required to produce the commercial? Listen, contribute and comment as appropriate to the list of jobs to be performed by your team of advertising specialists.</p> <p>9. Write the name of your advertising team’s assigned</p>



Professional School Counselor Procedures:	Student Involvement:
<p>teams of four or five; assign each team a Habit of Success (from <i>Habits of School Success: How They Help</i> thinking paper).</p> <p>Distribute the <i>Take One</i>-Student Thinking Paper. Give students time to look it over with the caution that it may seem complicated at first; however, when they take it one step at a time, it will be easy to complete the tasks.</p> <p>Give a general overview of the first and second work sessions. Invite general questions to get initial anxieties out in the open; undoubtedly, they will have questions that will be answered during your explanation.</p> <p>Give their to-be-answered questions credence by writing them (or telling student to write them) on the board so they are not forgotten.</p> <p>10. <b>First Work Session Tasks:</b> Explain the advertising teams' tasks for the First Work Session (see thinking paper for description of tasks):</p> <ul style="list-style-type: none"> <li>• Assign roles</li> <li>• Define assigned Habit of Success</li> <li>• Identify the features (benefits) of their team's Habit of Success, including why everyone should "buy" it to help him or her become more successful in school and in present/future jobs.</li> <li>• Identify the characteristics (e.g., age, interests) of the audience for their commercial (classmates).</li> <li>• Identify the elements of existing commercials that appeal to this audience.</li> <li>• Decide on consistent message/theme for commercial</li> </ul> <p><i>As time permits:</i></p> <ul style="list-style-type: none"> <li>• Develop a story board for commercial</li> <li>• Brainstorm possible logos and jingles for Habit of Success.</li> </ul> <p>Respond to students clarifying questions. Remind students of the importance of <i>collaboration</i> and <i>respect</i> for each other and each other's ideas—everyone won't get his or her way; everyone must have his or her say!</p> <p><i>PSC Note: As students are working, go from team to team to answer questions and encourage on-task work. If there are conflicts, urge students to resolve them on their own—with respect for self and others. Systematically observe group participation skills of each student—make note of too much as well as, too little participation.</i></p>	<p>Habit of Success at the top of your <i>Take One</i>-Student Thinking Paper.</p> <p>Look over the thinking paper. Remember: your team will not be doing everything today!</p> <p>Ask clarifying questions (school counselor may ask you to wait for the answers to some of your questions)</p> <p>10. Listen/Think/Ask clarifying questions about any tasks that are unclear.</p> <p><b>COLLABORATE AND RESPECT SELF AND YOUR ADVERTISING TEAM MATES!</b></p>

Professional School Counselor Procedures:	Student Involvement:
<p>11. <b>Team Progress Reports:</b> Each team reports-out about its progress and asks whole team for help in solving unresolved challenges.</p> <p><b>Acknowledge:</b> working on a team is not always easy—conflicts will occur and compromises must be made. Remember the importance of everyone having a say and everyone being heard—and then compromising.</p> <p><b>ASSESSMENT: Content:</b> (Every advertising team may not complete all tasks for today...they will start where they are in Lesson 3). Using the <a href="#">Take One</a> Student Thinking Paper, each team is able to identify: the benefits of the assigned Habit of Success; the characteristics of audience members to whom they will present their commercial; the consistent theme/message of their commercial and has completed the majority of a storyboard for the commercial</p> <p>Instruct students to put the materials their teams generated in a safe place until the next lesson (if necessary, make arrangements with classroom teacher to store materials in the classroom).</p> <p><b>ASSESSMENT: Personalization of Content:</b> <i>Systematically observe students as they work in teams and make mental note of <b>productive/non-productive behaviors</b>. These observations (without names or other identifying information) may be used as part of encouraging feedback (e.g., I noticed several learners inviting/encouraging others to contribute their ideas or I noticed several learners did most of the talking in teams.)</i></p> <p><b>Self assessment:</b> Instruct students to think about their own behaviors as they worked together. On the back of the <i>Take-One</i> papers, answer the following questions:</p> <ul style="list-style-type: none"> <li>• Did I help or hinder my team’s work toward today’s goal?</li> <li>• In what ways?</li> <li>• What will I do more of/less of to help my team reach its goals during the next lesson?</li> <li>• Whose help do I want to help me help my team accomplish its tasks?</li> </ul> <p><b>CLOSURE: SHOW-ME:</b> Invite several students to tell how they will use one of the Habits of School Success before the next lesson. Tell them that during the next lesson, they will work to complete their commercials</p>	<p>11. Decide on a team reporter—one who will report your advertising team’s progress and ask for help with challenges. Listen, think and learn from the reporting-out of other teams.</p> <p><b>ASSESSMENT: Content:</b> At the end of the work session, each team has identified the benefits of the assigned Habit of Success; the audience &amp; characteristics; the consistent theme/message of commercial and has completed the majority of its storyboard (as identified in <i>Take One</i> Student Thinking Paper). (Not to worry if ALL of today’s tasks were not completed today...IF your advertising team has worked diligently.)</p> <p><b>ASSESSMENT: Personalization of Content:</b> Reflect on your interactions and work as a member of advertising team.</p> <p>On the back of <i>Take-One</i> papers, respond to the school counselor’s prompts with integrity (honesty and thoughtfulness):</p> <p><b>CLOSURE: SHOW-ME:</b> Several students volunteer to tell how they will use one of the Habits of School Success before the next lesson. If you don’t volunteer, listen and think about others’ comments</p>

Professional School Counselor Procedures:	Student Involvement:
<p>and in the following Lesson, they will present their commercials.</p> <p><b>PSC Note!!</b> <i>Plan to record (still or video) students' commercials: Before Lesson 4 arrange for camera (and videographer, if possible) AND review school/district's policy regarding photographing students (video or still). What permissions are required? Who is responsible for obtaining/verifying/recording permissions? Comply!</i></p> <p><b>LESSON 3: TAKE ONE, PART 2: START FROM WHERE YOU ARE!</b></p> <p><i>Plan a procedure for getting scripts photocopied as they are completed (e.g., ask classroom teacher to help or office aid or ____ to help). Every team member needs a copy of his or her team's script to review between this lesson and the next)</i></p> <p><b>Materials:</b> Student Thinking Paper: <u>Take One</u> and team materials generated for their team's use. (Lesson 2).</p> <p><i>Continue to systematically observe students as they work in teams and make mental note of productive/non-productive behaviors and individual students who have difficulty with any aspect of the lesson.</i></p> <p><b>Hook:</b> Tell students to ponder this: What do successful students and adults do that makes them successful? Can anyone be successful? Who decides?</p> <ol style="list-style-type: none"> <li><b>Transition from Hook to Lesson:</b> Tell students to get out their <i>Take One</i> thinking papers (Lesson 2). Look over the reflections they wrote on the back of their papers). Tell them to note the reflection about what they will do more of or less of as a team member today.</li> <li><b>Introduce this Lesson: Review teams' accomplishments</b> during first work session; remind students that by the end of this work session they must have the script for their commercial completed.  As students are getting into their teams, tell them to gather materials from the last lesson (e.g., their storyboards, their "team memory" [chart paper lists] and anything else they need to finish tasks).</li> <li><b>Teams Assess their Progress:</b> Teams review and check-off accomplishments during the first work session and identify where team will start (every team's first task is to complete First Work Session</li> </ol>	<p>and how they are similar to or different from the responses you would give.</p> <p><b>LESSON 3: TAKE ONE, PART 2: START FROM WHERE YOU ARE!</b></p> <p>A Reminder for Students: Courageously volunteer especially if you did not contribute your ideas during Lessons 1 &amp; 2. Remember: 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><b>Hook:</b> Ponder (think about) your answers to questions school counselor asks. Are answers the same as they were at the beginning of the last lesson?</p> <ol style="list-style-type: none"> <li>Get out <i>Take One</i> thinking paper from Lesson 2; review reflections and identify specific things you will do to help your team complete today's tasks.</li> <li>Remind yourself about the tasks your advertising team completed during the last work session.  Teammates gather all materials needed for this work session—help each other.</li> <li>Working together, advertising team members check off completed tasks and determine where to start for this work session.</li> </ol>

Professional School Counselor Procedures:	Student Involvement:
<p>tasks). When teams have assessed their progress from first work session and identified where to begin this work session, explain <a href="#">Take One Second Work Session</a> (page 3 of thinking paper). Invite clarifying questions.</p> <p><i>Work closely with each team; offer assistance as needed. Extra attention may help build the confidence of students who find writing or drawing threatening or difficult.</i></p> <p>4. <b>Mid-point Team Progress Check:</b> Mid way through Lesson, ask each team to briefly report-out about its progress and ask classmates for help in solving unresolved challenges. Remind students to review their Lesson 2 projections. Are they following through on their commitments to apply the Habits of Success to their work with other team members?</p> <p>Teams return to work; as scripts are completed, get photocopies made for each team member.</p> <p>5. <b>Final Progress Report for 2<sup>nd</sup> Work Session:</b> Gather the class together and ask for a progress report from each team. Draw numbers for the order of presentations to be made in the next lesson.</p> <p><i>Make sure every team member has a copy of script for his or her team’s commercial—or knows when/where to get it later.</i></p> <p><b>ASSESSMENT: Content:</b> Each team’s 60 second commercial is complete—script, including: visual and auditory elements, props and any other necessary materials are ready and/or assurances are made that all materials will be “ready-to-go” for “SHOW-TIME!”</p> <p><b>ASSESSMENT: Personalization of Content:</b> Every member of a team is responsible for helping the team accomplish its tasks. Guiding each student to reflect on his or her contribution to team goals helps each person think beyond him or herself. On the backs of <i>Take One</i> thinking papers, students complete the following reflections about their contributions during the 2<sup>nd</sup> work session:</p> <ul style="list-style-type: none"> <li>• Did I help or hinder my team’s work toward today’s goal?</li> <li>• In what ways?</li> <li>• I’m proud that I contributed ____ to our commercial.</li> </ul>	<p>Follow-along as school counselor explains <i>Take One: Second Work Session</i>. If do not understand any part of instructions, ask a clarifying question.</p> <p>4. Choose teammate to make mid-point progress report. Listen, think and learn from the reporting-out of other teams.</p> <p>Remember projections from Lesson 2: work cooperatively and collaboratively with teammates to create commercial; seek help as needed.</p> <p><b>RESPECT YOURSELF AND YOUR ADVERTISING TEAM MATES</b></p> <p>As soon as script is completed, give it to school counselor to be copied—write the number of copies needed at the top of the first page.</p> <p>5. Decide who will make final progress report for your team. Seek help on any unanswered questions and/or challenges. Draw a number for order of team presentation.</p> <p><b>ASSESSMENT: Content:</b> Your advertising team’s 60 second commercial is <b>COMPLETE</b>. Every member has a copy of script (or team knows when/where to pick it up)</p> <p><b>ASSESSMENT: Personalization of Content:</b> Reflect with integrity (honestly and thoughtfully) about your contribution to helping team meet its goals for today. Respond to the reflection stems read by school counselor—with integrity.</p>

Professional School Counselor Procedures:	Student Involvement:
<ul style="list-style-type: none"> <li>Presenting the commercial to the class ____.</li> </ul> <p><b>CLOSURE:</b> Summarize today’s work; describe the procedures for the big event-- invite comments and/or questions. If commercials will be recorded, tell students so they are not surprised.</p> <p><i>System Support/Program Advocacy PSC NOTE: This is an excellent opportunity to let others know what you are doing to help students’ academic achievement. Consider inviting principal and classroom teacher to participate in this Lesson.</i></p> <p><b>Are parent/guardian permissions in place for recording students’ in commercials??? Is camera ready and arrangements made to set-up early?</b></p> <p><b>LESSON 4: SHOW-TIME</b>  <i>Set-up recording equipment before lesson. If other school faculty/staff are attending, set up “adult chairs”.</i>  <i>PSC Note: Arrange for a time or times that teams may view the video of their commercials. Self-observation is an excellent means for self-assessment.</i></p> <p><b>Materials:</b> Kitchen timer</p> <p><b>Hook:</b> It’s Show-Time, folks! SHOW-ME...THUMBS UP OR DOWN:          Are you excited?          Are you ready?          Can you be successful?          Do you have questions?</p> <p>Answer questions.</p> <ol style="list-style-type: none"> <li><b>Final Prep:</b> Allow 5-8 minutes for teams to do final “go over” of commercial, i.e., time to rehearse one more time, resolve any last minute issues. Remind teams of the order commercials will be “aired (numbers drawn last lesson).”</li> </ol> <p>Remind students of guidelines of respect and acknowledgement for each presentation.</p> <ol style="list-style-type: none"> <li><b>Begin Procedure:</b> Introduce the first team, set timer for 60 seconds; <b>roll the cameras for <i>Take One</i></b> while other class members get hooked by the commercial.</li> </ol> <p>After commercial, allow a few minutes for discussion.</p>	<p><b>CLOSURE:</b> Listen, think and ask questions as school counselor goes over procedures for the big event: your team’s debut as advertising specialists!</p> <p><b>LESSON 4: SHOW-TIME</b></p> <p>A Note to Students: Relax, you are prepared; get your butterflies flying in concert! (We all get butterflies before a performance; trick is to get them to fly in concert.)</p> <p><b>Hook:</b> Participate in SHOW-ME...THUMBS UP OR DOWN; ask any questions you or your team have about today’s big event(s).</p> <ol style="list-style-type: none"> <li>Final team meeting: encourage each other!</li> </ol> <p>When it is your team’s turn, present your commercial with competence, confidence and belief in the Habit of School Success your team is selling.</p> <p>As the other teams present, think about ways their Habit of School Success can/will benefit your own journey to success.</p> <p>During Q&amp;A discussion tell the presenting team what</p>

Professional School Counselor Procedures:	Student Involvement:
<p>Proceed in the same way with the remaining presentations.</p> <p>3. <b>Summarize:</b> After the presentations, acknowledge the work of each advertising team—identifying specific strengths (in general...no personal identifying information). Invite feedback about <b>the process—NOT content of individual commercials:</b></p> <ul style="list-style-type: none"> <li>• What did you like (about team process)?</li> <li>• What would you change if doing the exact same assignment again?</li> <li>• In the future, how will you use what you have learned?</li> </ul> <p>Tell students when/how they may view their commercials. Follow-up with reminders; view videos together with team members.</p> <p><b>ASSESSMENT: Content 1:</b> Commercial presented: 60 seconds, an attention-getter, consistent message, the benefits of habit, reasons to “buy” and how/where to “buy”.</p> <p><b>ASSESSMENT Content 2:</b> Distribute <a href="#">Habits Of School Success: My Self-Assessment</a> thinking papers. Explain directions; read each item and invite clarifying questions. <i>Depending upon developmental reading level of students, you may want students to complete thinking paper as a class.</i> (The stems are repeated here FYI.)</p> <ul style="list-style-type: none"> <li>• <i>Before these lessons about the Habits of School Success, I thought my school success depended upon _____. After these lessons, I _____. From now on I _____.</i></li> <li>• <i>The important things I learned about the Habits of School Success are _____.</i></li> <li>• <i>The Habits of School Success that I need to change are _____.</i></li> <li>• <i>To make the needed changes I _____every day _____. I will know I have been successful when _____. My accountable person will be _____; he or she will _____. We will celebrate my success _____.</i></li> </ul> <p><b>ASSESSMENT: Personalization of Content:</b> Continuing on their self-assessment papers, ALL students respond to questions posed in Step 3 (repeated [and expanded] here):</p> <ul style="list-style-type: none"> <li>• What did you like about your work as a team member?</li> <li>• What did you like most about the assignment?</li> <li>• What did you like least about the assignment?</li> </ul>	<p>the commercial persuaded you to do (e.g., how you will apply the habit in your school work).</p> <p>3. Volunteer to contribute to the feedback process. If don’t volunteer, listen and think about others’ comments. Are classmates’ feedback comments similar to or different from comments you thought about?</p> <p><b>ASSESSMENT: Content 1:</b> Commercial presented with competence and confidence!</p> <p><b>ASSESSMENT Content 2:</b> What did you learn? Answer questions school counselor poses.</p> <p><b>ASSESSMENT: Personalization of Content:</b> Reflect in writing about the prompts provided by school counselor.</p>



Professional School Counselor Procedures:	Student Involvement:
<ul style="list-style-type: none"> <li>• What would you change (about you) if doing the exact same assignment again?</li> <li>• In the future, how will you use what you have learned?</li> <li>• I (your school counselor) will teach these lessons again. What advice do you have for me to make the assignment better (answer with integrity [honestly and thoughtfully]).</li> </ul> <p>Before collecting thinking papers, inform students that you will be reading their papers and returning papers to their classroom teacher; who will return papers to students. The classroom teacher might read the papers. Is that OK with you? Tell students who want their responses to be between the two of you to write “PLEASE DO NOT SHARE” at top of thinking paper. Collect Habits of School Success self assessment papers.</p> <p><b>Post-Assessment:</b> Distribute the <a href="#"><i>Work Success Habits: Post-Assessment</i></a> thinking paper. Tell students that a post- assessment is used to determine if one’s ideas are the same or different as result of a lesson or lessons. Remind them that they completed an assessment <b>before</b> (<i>pre-assessment</i>) the lessons about habits of success; now (<b>after lessons</b>) they will complete another assessment (<i>post</i>); <i>pre</i> and <i>post</i> results will be compared. Inform them about how you will use results and when/how they can see results if they are interested.</p> <p>Read each item so conditions are the same as the pre-assessment (see idea for use of results below). Collect papers.</p> <p><b>CLOSURE: SHOW-ME...SHOUT-OUT</b> (one-at-a-time; inside shouts)</p> <ul style="list-style-type: none"> <li>• What do successful students and adults do that makes them successful?</li> <li>• Can anyone be successful?</li> <li>• Who decides?</li> </ul> <p><b>REMEMBER: YOU CAN—BE SUCCESSFUL!</b></p> <p><i>After the lesson, review reflections (responses to sentence stems) for students’(age appropriate) level of awareness about themselves and the Habits of School Success AND 1) age-appropriate command of conventions of standard English; 2) ability to articulate thoughts and feelings in 1<sup>st</sup> person language.</i></p> <p><i>Return papers to classroom teacher for distribution to</i></p>	<p>If prefer that your reflections are private between you and school counselor, write “PLEASE DO NOT SHARE” at top of thinking paper. Give school counselor Habits of School Success self-assessment papers.</p> <p><b>Post-Assessment:</b> <i>Work Success Habits</i> Look over the thinking paper. Listen and think about school counselor’s explanation about post-assessment. Ask clarifying questions as appropriate.</p> <p>Complete (with integrity) the <i>Work Success Habits: Post-Assessment</i>. Give completed paper to school counselor.</p> <p><b>CLOSURE:</b> Contribute to <b>SHOW-ME...SHOUT-OUT</b> (one-at-a-time; inside shouts)</p> <p><b>REMEMBER: YOU CAN—BE SUCCESSFUL!</b></p>

Professional School Counselor Procedures:	Student Involvement:
<p><i>students. Honor the privacy of students who write “Please do not share” on papers. Personally deliver papers to those students after your review.</i></p> <p>Compare the Pre-and Post-assessments to identify changes in students’ pre- and post-assessment responses. Summarize the results because...<i>the results provide support for the district’s Comprehensive Guidance Program and the effectiveness of your classroom guidance lessons as an important part of the district’s plan for the success of all students.</i></p>	

### Classroom Teacher Follow-Up Activities

**Provide Classroom Teacher with** a brief overview of the lessons and copies of the thinking papers and resources: Student Thinking Papers: [Work Success Habits: Pre-Assessment](#), [Habits of School Success: How They Help](#), [Take One](#), [Work Success Habits: Post-Assessment](#), [Habits Of School Success: My Self-Assessment](#); Student Resource: [Habits of School Success: Checklist](#).

**Summarize Systematic Observations:** Identify:

- Students’ persistent misconceptions about work success habits; school success habits, the relationship between school and work success and their (students’) ability to make a difference in their own success.
- Students whose attitudes may sabotage success, e.g., made fun of or seemed to belittle being successful in school and/or demonstrated a lack of confidence in themselves and/or the benefits of self-advocacy and planning for success.
- Students who masked their lack of team participation, e.g., seemed to looking at thinking papers--hat pulled over eyes masked closed eyes or who appeared to write notes during discussion—actually doodling;
- Students whose behaviors kept team from accomplishing goals in a timely way, e.g., did work for everyone else, let everyone else do work for him or her, demonstrated an inability to compromise or listen to others’ ideas;
- Students who consistently had difficulty with any aspect of the lessons: cognitively, behaviorally or affectively.

**Consult with Classroom Teacher:** Discuss your systematic observations. Does he or she validate your observations as being classroom behaviors as well? If so, collaborate to further identify the extent of challenges. How are they evidenced in the classroom? What interventions have been used—success? Determine if the difficulty is a “will” or a “skill” issue. Does the student know HOW to participate as a member of a team and lacks the motivation or confidence to take the risk to express own ideas or to let go of the control being “bossy” gives him or her (will)? Or does the student lack the ability to participate as a team member (skill)?

**Collaborate with Classroom Teacher:** Work together to plan appropriate interventions. Interventions might include (and are not limited to) additional classroom guidance activities requiring team-work or courageously expressing opinions/ideas in front of class. Responsive Services involvement may be indicated in the form of individual or small group counseling focused on (for example) self-confidence, team-building or academic self-concepts to help students learn they can be advocates for and make a difference in their own success. More extensive parental involvement may be required.

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



**WORK SUCCESS HABITS: PRE-ASSESSMENT**

**Name:** \_\_\_\_\_ **Class:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Directions:** Indicate with an "X" whether the statement is True or False; if you don't know, mark the "?" column. If the habit leads to school success, place a "Y" in the "Yes" column; if not, place "N" in "NO" column.

Work Success Habit	T	F	?	School Success Habit	
				Yes	No
1. When people arrive at work, they must act happy to be there.					
2. Going to work late is all right if no one says anything about it.					
3. Regular attendance is not important because one person absent doesn't make a difference.					
4. It is important to finish work assignments as close as possible to their due dates.					
5. Work considered priority should always be completed first.					
6. Arranging materials so they can be easily found is important.					
7. Companies make lots of money, so it is ok for workers to take supplies (e.g., boxes of paperclips or pens).					
8. Using the telephone at work for personal calls is all right if the conversation is shorter than 15 minutes.					
9. It is important to look ahead at work to be done so plans can be made to do it efficiently.					
10. Sloppy work is not acceptable even if it has to be done quickly.					
11. One should not waste time reading directions.					
12. Everyone is entitled to chat with friends or colleagues for long periods of time during work hours.					
13. It is a good idea to look neat and well-groomed.					
14. If you don't get paid very much, it's ok to show displeasure work (e.g., complain, be grumpy).					
15. No matter what the boss wants a worker to do, the worker should do it with a positive attitude.					
16. If a worker does not agree with a rule, he or she shouldn't have to follow it.					
17. If customers are rude to a worker, it's ok for the worker to be rude, too.					

**HABITS OF SCHOOL SUCCESS: HOW THEY HELP****Name:** \_\_\_\_\_ **Class:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Directions:** Write the habits your class listed on the board. Next to each habit, write how this habit contributes to school success and worker success. After you have completed your answers, rank the habits with number one being the most important to you and number ten being the least important to you.

Rank	Success Habits	Contribution to School Success	Contribution to Worker Success

When I started this lesson, I thought my school success depended upon \_\_\_\_\_  
 \_\_\_\_\_. After this lesson, I \_\_\_\_\_  
 \_\_\_\_\_. From now on I \_\_\_\_\_  
 \_\_\_\_\_

# **HABITS OF SCHOOL SUCCESS: CHECKLIST**

*(PSC Note: Insert the Habits of School Success students generated in Lesson 1 Steps 7/8; copy and distribute to students during Lesson 2. Encourage students to keep the checklist in their planners or notebooks so they can use it every day to monitor their journey to even greater success.*

**Name:** \_\_\_\_\_ **Class:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Directions:** Use this checklist to monitor your use of the Habits of School Success every day. If you have difficulty applying any of them or if it seems they are not working—talk with your classroom teacher and/or your school counselor. We all want YOU to be successful! REMEMBER: YOU CAN—BE SUCCESSFUL! PLAN FOR IT! BE A SELF-ADVOCATE!

Date	Habits of School Success	How I Used This Habit To Be Successful	The Help I Need To Be Even More Successful In School.

**Other thoughts (or doodles)**

**TAKE-ONE!**

A commercial is an attempt to sell a product. Your commercial must be designed to sell your assigned Habit of Success to your audience. Why should everyone buy this Habit of Success? You have **one (1) minute** to sell your Habit via your commercial. (Most television commercials are 30 seconds.)

**First Work Session: GOAL: Roles assigned and storyboard for commercial developed**

Assign roles (may assume more than one role):

1. Director—coordinates workers' production, keeps team moving along and checks that tasks are being completed.
2. Copywriters—write the copy (script) for the commercial. They must use standard English, make it attention-grabbing and follow time limit.
3. Editor—works with copywriters to make sure everything “fits” together and is accurate.
4. Art Director—works with Director and the copywriters to create artwork (e.g. logo/jingle or slogan/music (if used)).

**Director:** *One of your tasks is to make sure that every person has a say and that each team member respects the ideas of each other team member. Be sure every person has his or her say! Everyone won't get his or her way, but everyone must have a say in decisions!*

**NOTE:** *The time allotted for each task AND the total time (running time) used are expressed as: (\_\_\_ minutes [task time]/running time \_\_\_ minutes [total time used]). Times are estimates; however, establishing time limits for discussions will help team accomplish task by end of work session.*

**TASKS & TIME ESTIMATES FOR FIRST WORK SESSION** (The director facilitates the discussion; write ideas on chart paper for each step—so all team members have a visual to help them remember the points made):

1. **Define assigned Habit of Success** (5 minutes/running time 5 minutes)  
Write the name of your Habit of Success at the top of your large page of chart paper in large letters.  
Discuss its meaning and write the definition under the name of the habit on the chart paper. This will be your team's memory one of the anchors you will use throughout your work sessions.
2. **Brainstorm the characteristics (e.g., age, interests) of your audience** (classmates) (4 minutes/running time 9 minutes)  
Write the list on chart paper.
3. **Identify the features (benefits) of your Habit of Success** (8 minutes/running time 17 minutes)  
As a team, develop a list of the benefits of your Habit. Answer the questions: “Why should your audience (classmates) “buy” the Habit? How will it help them become more successful in school and in present/future jobs? Is there a success story you can tell?  
List the benefits on the chart paper. Remember—you want every team member to have a visual reminder of your discussions for current and future reference.
4. **Brainstorm the elements of existing commercials** that appeal to this audience (5 minutes/running time 22 minutes)
5. **Decide on consistent message/theme** (8 minutes/running time 30 minutes)  
Use the list of benefits and the characteristics of your audience (better grades might be a theme)

6. **Develop a story board** (15 minutes/running time 45 minutes):

- A story board is similar to a rough draft with estimated time allotments; it will be the basis for the script, e.g.:
    - grab interest (how?) 3 seconds;
    - habit name + 3 benefits of habit: 6 seconds/9 seconds;
    - success story or result of using this habit in school: 8.5 seconds/17.5 seconds;
    - long-term benefits e.g., happier parents, earn more money if use when doing jobs for neighbors: 10 seconds/27.5 seconds;
    - how to obtain the habit: 6 seconds/33.5 seconds;
    - BUT WAIT--there's more: (success story or more benefits): 7 seconds/40.5 seconds;
    - Summary/Closing Pitch/How/where to "buy"/guarantee (?): 19.5seconds/60 seconds.
  - Your storyboard may be a "list" (see "Sample Format for Storyboard—I") or it may be a series of pages with visual and auditory elements for each segment on each page (see "Sample Format for Storyboard—II")
7. **IF TIME PERMITS:** after completed storyboard, brainstorm possible logo/slogan/jingle for your team's habit of success.
8. After this work session, put your storyboard and "team memory" (chart paper lists/notes) in a safe place—you will need them during the next session.

**SAMPLE FORMAT FOR STORYBOARD--I**

(Expand boxes so you can include sketches and words)

Visual (Art and/or Character Activity) What will audience see/hear?	Approx. Time/Running Time (part of final edit)	Key Points of Narration What will audience be told/learn
Grab Interest of Audience	3 seconds/3seconds	
	/60 seconds	

(Add more rows as needed)

**SAMPLE FORMAT FOR STORYBOARD—II**

Scene 1: Grab interest of audience: NARRATOR says something like:

Do you ever think?



"Everyone has something to say ...EXCEPT ME!"  
 Listen up--we have the perfect solution for  
 BLANK MIND SYNDROME...

**SECOND WORK SESSION: Start Where You Are: GOAL: Commercial developed, including script (art/music for logo/jingle/theme/characters and actions/narrative)**

**TASKS FOR SECOND WORK SESSION** (The director facilitates the discussion):

*During this work session, times for tasks are not included because each team is working at a different stage in the development of its commercial. The goal is the same for all teams—a completed commercial.*

1. Post “team memory” chart papers and make sure everyone has copy of *Take-One* and has visual access to the storyboard.
2. Review work of last session/identify what needs to be done to complete your 60 second commercial (including: logo/slogan/jingle to carry out consistent theme).
3. Everyone “signs-off” on general ideas presented in storyboard.
4. Assign tasks: You may want to work in sub-groups (e.g. Art Director and Artists work together to create visuals; copywriters work together to write narrative).
5. Identify times for sub-groups to report-out to the team. Plan several times during the session so that every member of the team is involved in every aspect. Periodic reporting-out helps avoid disagreements later.
6. Gather supplies (e.g., poster board, markers, paper) and make sure everyone has visual access to story board
7. GO TO WORK! HAVE FUN WITH TASKS!
8. Report-out!
9. Back to work! Have fun!
10. Editor: Review final script—EVALUATE TIME ALLOTMENTS TO MAKE SURE THEY ARE WITHIN THE 60 SECOND LIMIT.
11. If you have not done so, assign character roles for commercial (Narrator, actors)
12. Rehearse! TIME—CUT/ADD TO AS NEEDED. REHEARSE & TIME AGAIN.
13. ENJOY SUCCESS!

**HABITS OF SCHOOL SUCCESS: MY SELF-ASSESSMENT****Name:** \_\_\_\_\_ **Class:** \_\_\_\_\_ **Date:** \_\_\_\_\_**ASSESSMENT: Content:** Respond to the following (use the back of this paper if needed):

1. Before these lessons, I thought my school success depended upon \_\_\_\_\_.
2. These lessons, helped me know I \_\_\_\_\_.
3. From now on, I \_\_\_\_\_.
4. The important things I learned about the Habits of School Success are \_\_\_\_\_.
5. The Habits of School Success that I need to change are \_\_\_\_\_.
6. My Plan: To make the needed changes, every day I \_\_\_\_\_.
7. I will know I have been successful when \_\_\_\_\_.
8. My accountability person will be \_\_\_\_\_; he or she will help me stay on-track by \_\_\_\_\_.
9. We will celebrate my success by \_\_\_\_\_.

**ASSESSMENT: Personalization of Content: Reflection/Projection:**

1. What did you like about your work as a team member? \_\_\_\_\_.
2. What did you like most about the assignment? \_\_\_\_\_.
3. What did you like least about the assignment? \_\_\_\_\_.
4. What would you change (about you) if doing the exact same assignment again? \_\_\_\_\_.
5. In the future, how will you use what you have learned? \_\_\_\_\_.
6. I (your school counselor) will teach these lessons again. What advice do you have to make the assignment better for students like you? (answer with integrity [honestly and thoughtfully]). \_\_\_\_\_.

**WORK SUCCESS HABITS: POST-ASSESSMENT**

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** Indicate with an "X" whether the statement is True or False; if you don't know, mark the "?" column. If the habit leads to school success, place a "Y" in the "Yes" column; if not place "N" in "No" column.

Work Success Habits	T	F	?	School Success Habit?	
				Yes	No
1. When people arrive at work, they must act happy to be there.					
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5. Work considered priority should always be completed first.					
6. Arranging materials so they can be found easily is important.					
7. Companies make lots of money, so it is ok for workers to take supplies (e.g., boxes of paperclips or pens).					
8. Using the telephone at work for personal calls is all right if the conversation is shorter than 15 minutes.					
9. It is important to look ahead at work to be done so plans can be made to do it efficiently.					
10. Sloppy work is not acceptable even if it has to be done quickly.					
11. One should not waste time reading directions.					
12. Everyone is entitled to chat with friends or colleagues for long periods of time during work hours.					
13. It is a good idea to look neat and well-groomed on any job.					
14. If you don't get paid very much, it's ok to show displeasure work (e.g., complain, be grumpy).					
15. No matter what the boss wants a worker to do, the worker should do it with a positive attitude.					
16. If a worker does not agree with a rule, he or she shouldn't have to follow it.					
17. If customers are rude to a worker, it's ok for the worker to be rude, too.					

As a result of these lessons, I learned I \_\_\_\_\_

Things about school and work success habits that I still want to learn or know more about \_\_\_\_\_