

Unit #2 Title: Workers in Our School Community

Lesson Title: Me and My Job Shadow, Part 1 **Lesson** 1 of 3

Grade Level: 3

Time Required: 30-45 minutes

Missouri Comprehensive Guidance Standard:
 CD.9: Applying Employment Readiness Skills and the Skills for On-The-Job Success.

Grade Level Expectation (GLE):
 CD.9.B.03.a.i: Identify and apply the steps to obtain helper jobs within the school.

American School Counselor Association National Standard (ASCA):
 Career Development
 B: Students will employ strategies to achieve future career goals with success and satisfaction.

Materials and Resources (include handouts or supporting documents)

Schedule several school personnel (custodian, bus driver, nurse, secretary, kitchen staff, principal) to talk for five minutes each regarding the specific skills needed to be a helper for their specific job.
 Paper and writing materials for students to take notes.
School Job Ranking Activity Sheet.

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

X	Goal 1: Gather, analyze and apply information and ideas 5. Comprehend and evaluate written, visual, and oral presentations and works 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens, and consumers
	Goal 2: Communicate effectively within and beyond the classroom
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 3. Understand and apply the rights and responsibilities of citizenship in Missouri and in the United States 8. Analyze the duties and responsibilities of individuals n societies

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)	Specific Skill(s)
X	Communication Arts 6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics
X	Social Studies 6. Relationships of the individual and groups to institutions and cultural traditions

	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Assessment (acceptable evidence):

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

Lesson Preparation

Essential Questions:

- Are certain skills necessary for students for a helper jobs within the classroom or school?
- Why are those skills important?
- What steps need to be taken to obtain a helper job within the classroom or school?

Engagement: (Hook)

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

Procedures

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

Teacher Follow-Up Activities

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

Counselor reflection notes

Activity Sheet

School Job Ranking Sheet

(Rank your top 3)

_____ Principal

_____ Assistant Principal

_____ Secretary

_____ Custodian

_____ Speech Pathologist

_____ Teacher

_____ Counselor

_____ P.E. Teacher

_____ Media Specialist

_____ Music Teacher

_____ Bus Driver

_____ Art Teacher
