

Unit #2 Title: Workers in Our School Community	
Lesson Title: Me and My Job Shadow, Part 2	Lesson 2 of 3
Grade Level: 3	
Time Required: 30-45 minutes	
Missouri Comprehensive Guidance 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)

Student rankings of helper roles and paragraph summary from Lesson 1 Paper, highlighters, colored pencils, or crayons. <i>Job Skills</i> Activity Sheet <i>School Job Ranking</i> Activity Sheet (completed during Lesson 1)

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

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

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

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

	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson 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:
 Ask students for feedback and definitions of job shadowing from their experiences in the previous lesson.
 Explain the opportunity to job shadow with school personnel of their choice

Procedures

<p>Instructor Procedures:</p> <ol style="list-style-type: none"> 1. Tell students that today they will use their ranking sheet what they wrote about job shadowing from the previous lesson ((<i>School Job Ranking Activity Sheet</i> completed during Lesson 1). Ask several to explain the rationale for their choices. 2. Using the <i>Job Skills Activity Sheet</i> instruct the students to select one member of the school workers and list the skills he or she possesses that would be necessary in the job. Then, instruct students to use their highlighter to check the skills that the student possesses now. 3. After completion of the comparison list, collect each student list and instruct the students to make a new list of their top three choices for job shadowing and provide a rationale. 	<p>Student Response:</p> <ol style="list-style-type: none"> 1. Students will discuss what they wrote at the end of Lesson 1. 2. Students will create a comparison list. 3. Students reevaluate their top three choices to make sure they match the skills represented on the web they developed.
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<p>4. Use their choices in assigning job shadow experiences. Students will be assigned to job shadow for 30 minutes in small groups. If that is not possible then the counselor will adapt the lesson as needed.</p>	<p>4. Students will participate in job shadowing when assignments are made.</p>
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Teacher Follow-Up Activities

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

Counselor reflection notes

Job Skills Activity Sheet

School Worker _____

List skills they need to be successful at their job.
