

Unit #1 Title: Work, Career Paths and Me!	
Lesson Title: Jobs I Like At Home and At School	Lesson: 1 of 2
Grade Level: 1	
Length of Lesson: 20-30 minutes	
Missouri Comprehensive School Counseling Big Idea: CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals	
Grade Level Expectations (GLEs): CD.7.A.01: Identify strengths and interests at home and school. CD.7.C.01: Explain the importance of jobs in the family and school.	
American School Counselor Association (ASCA) Mindsets and Behaviors: Career Development	

Materials (include activity sheets and/ or supporting resources)

Classroom Job Chart Flip Chart, Board, or Other Visual Media Markers Sharing Circle Ball

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

X	Goal 1: Gather, analyze and apply information and ideas 6. Discover and evaluate patterns and relationships in information, ideas and structures.
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others.
X	Goal 3: Recognize and solve problems 5. Reason inductively from a set of specific facts and deductively from general premises.
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions. 3. 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	X	Problem Solving
	Courage		Compassion	X	Tolerance
X	Respect		Goal Setting	X	Responsibility

Lesson Measurable Learning Objectives:

The student will identify personal strengths and interests related to one home activity and one school activity.
 The student will demonstrate the importance of jobs by identifying one job within the family and the school.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
 The student will identify personal strengths and interests related to one home activity and one school activity.
 The student will demonstrate the importance of jobs by identifying a job within the family and/or the school.

Lesson Preparation

Essential Questions:

1. Why do people have jobs at home or school?
2. What would happen if people didn't have jobs?

Engagement (Hook):
 Look at the classroom job chart. Name each job, and ask the students to give a "thumbs-up" if they would like to do the job. Ask the students, "Which jobs do you do well in the classroom? Are there some classroom jobs that interest you more than others?"

Procedures

<p>Instructor Procedures/Instructional Strategies:</p> <ol style="list-style-type: none"> 1. After the hook, summarize what the students have said; noting jobs that individuals mentioned as being jobs they would do best (e.g. Mario and Sarah said they would be able to do the job of librarian really well since they like to visit the library. I noticed that they gave the librarian a "thumbs-up" when I asked what jobs you would like.). 	<p>Student Involvement/Instructional Activities:</p> <ol style="list-style-type: none"> 1. Students will listen.
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<p>Tell the students that things we can do really well are called “strengths.”</p> <ol style="list-style-type: none"> 2. Ask, “What is an interest?” Does an interest have to be strength of person? Is there a difference between strength and an interest? The classroom jobs you gave a “thumbs up” rating are interests you indicated you’d like to do the job.” 3. Ask students to form a circle. The counselor says, “This is our <i>Strength/Interest Circle</i>.” To reinforce the concept of “strength and/or interests,” ask each student to tell one strength and one interest at school or at home. Give some examples, if necessary (examples: My strength is helping others in my family. I’m interested in reading books at school. I’m interested in finding out new things). 4. On the flip chat (or other visual aid) write “Our Jobs at Home”. Create a home job chart using suggestions from the students. The counselor will write the suggestions on the chart. 5. Name each job and ask students to give a “thumbs-up” if they like the job. Ask 3 or 4 students to tell what they like about those jobs. After reviewing the list, make the connection between what they like to do/ are interested in doing and what they are good at doing. 6. Looking at the 2 job charts (classroom and home), ask the students which jobs are important. What would happen in the classroom if we didn’t have people to do the jobs? Example: Paper Passer: If we didn’t have the paper passer everyone would get up at once and to get paper, or the teacher would have to take time out of the 	<ol style="list-style-type: none"> 2. Students’ possible responses: “An interest is something I like to do or want to know more about.” “A person doesn’t have to be good at something for it to be an interest. You may have an interest in baseball, but your strength may not be that sport.” “Your interest may be working at the computer and your strength may be computer games.” 3. Students will form a circle in the classroom and sit on the floor. Students will pass a Sharing Circle Ball around and take turns telling what a personal strength/interest is of theirs when the ball comes to them. 4. Students will offer suggestions of jobs at home. 5. Students will give a “thumbs-up” to indicate if they like a job and identify one or two “things” they like about the job. 6. Students will generate responses indicating: <ul style="list-style-type: none"> • Consequences of no one doing a specific job. • Using strengths to do a job well. • Consequences of no one doing jobs at home.
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<p>lesson to pass out all of the papers and lose learning time. What would we see if the job of paper passer was done well? Follow this up by explaining that we would recognize this as being a person’s strength. What would happen at home if people didn’t do their jobs? Example: If someone didn’t do the job of washing the dishes then there would be dirty dishes stacked all over the cabinets.</p> <p>7. Summarize the lesson by stating that people have different strengths and interests which help them do their jobs well. Reinforce that all jobs are important to help our homes and schools “run smoothly.”</p> <p>8. Close lesson with a “Sharing Circle”: Using the Sharing Circle Ball, ask students to tell the class one idea they will remember about interests or strengths or job (Remember: 1st graders need help staying focused on topic.</p>	<p>7. Students will give final thoughts if asked.</p> <p>8. Students will share ideas.</p>
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Teacher Follow-Up Activities

When the teacher assigns classroom jobs, she/he might reinforce the strengths and interests that students are bringing to those tasks.

Counselor reflection notes (completed after the lesson)