

Unit #1 Title: What Work Do Adults Do At Your School?

Lesson Title: Workers Who Help Us At School (Part 2) **Lesson:** 2 of 2

Grade Level: 1

Length of Lesson: 30 minutes

Missouri Comprehensive School Counseling Big Idea:
 CD.8: Knowing Where and How To Obtain Information About the World of Work and Post-Secondary Training/Education

Grade Level Expectations (GLEs):
 CD.8.A.01: Identify and compare roles and responsibilities of workers within the school.
 CD.8.B.01: Identify the skills needed by workers in the school.

American School Counselor Association (ASCA) Mindsets and Behaviors:
 Career Development

Materials (include activity sheets and/ or supporting resources)

Magnifying glass
 Poster of job roles, responsibilities and skills generated by students in previous lesson
 Lists of jobs students identified in #8 of Lesson 1
 Markers

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
X	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	4. Writing formally and informally
	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	X	Compassion	X	Tolerance
X	Respect		Goal Setting		

Lesson Measurable Objectives (acceptable evidence):

The student will identify two roles and responsibilities of school workers.

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.**

Through group discussion, the student will identify the roles and responsibilities of various school workers. The student will identify the skills that school workers need to complete their jobs.

Lesson Preparation

Essential Questions:

What is a role? (Something that a person does. Examples: the custodian keeps the school clean, the teacher helps students learn, the cook prepares the food.)

What is a responsibility? Why is it important for workers to have responsibilities? (Things that are expected of the person in that role. Examples: The custodian sweeps the floors, empties trash, cleans classrooms, vacuums, replaces toilet paper, orders cleaning supplies, etc. The teacher develops lesson plans, supervises children, grades papers, instructs classes, attends meetings, etc.)

What is a skill? Why is it important for people to have different skills? (Skills are specific abilities a person possesses. Skills help the person fulfill his or her responsibilities.) Example: A cook must use math skills to calculate the amounts of ingredients needed for specific recipes, reading skills to read recipes, listening skills to understand the likes and dislikes of the people for whom you are cooking. A custodian must use reading skills to read order forms, math skills to calculate how many supplies to order.)

Engagement (Hook):

Arrive in classroom with magnifying glass; search classroom as if looking for clues.
Display the poster of student identified jobs from Lesson 1.

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
<p>1. Ask student what they noticed in their investigation about the workers in the school ... did they observe the worker(s) doing what they brainstormed during the last session?</p>	<p>1. Student will compare the previously brainstormed lists of school worker roles and responsibilities with their observations of school workers.</p>
<p>2. Begin a discussion with the students about the kinds of things the people in the different jobs need to know in order to do their jobs? (e.g. cafeteria worker would need to know how to cook, bake, serve; secretary would need to know how to type, be organized, etc.)</p>	<p>2. Students will contribute to discussion by naming things workers need to know.</p>
<p>3. Explain that we call these skills. What skills do students have?</p>	<p>3. Students will give responses that indicate awareness of the skills they use in school.</p>
<p>4. At the end of the Lesson 1, students identified a job they would be interested in learning more about and drew a picture of it. Pair students who selected the same worker/job; tell students to discuss the skills they think the worker might need to be able to do his/her job.</p>	<p>4. Students discuss worker and skills with partners.</p>
<p>5. After three minutes, ask the pairs to name two skills that the workers in their pictures would need.</p>	<p>5. One person from each pair will report two skills identified.</p>
<p>6. End by telling students that they have shown investigating skills that will help them continue learning about the work and workers. Encourage students to keep working on the skills they need in their work as successful students.</p>	<p>6. Students give each other a high five.</p>

Teacher Follow-Up Activities

Encourage teacher to follow-up by reminding students of the skills they are working on to become good students. Students may also draw pictures or write notes to the various workers in the school.

Counselor reflection notes (completed after the lesson)