

Unit #1 Title: Skills for Success	
Lesson Title: Getting Ready for Success, Part 1	Lesson: 1 of 2
Grade Level: 3	
Length of Lesson: 30 minutes	
Missouri Comprehensive School Counseling Big Idea: CD.9: Applying Skills for College and Career Readiness and Success	
Grade Level Expectation (GLE): CD.9.A.03: Compare personal, ethical, and work habit skills needed for school success with those of workers in the community.	
American School Counselor Association (ASCA) Mindsets and Behaviors: Career Development	

Materials and Resources (include activity sheets or supporting resources)

<p><i>Personal, Ethical, and Work Habit Skills Activity Sheet:</i> Copy and cut skills into strips for each student.</p> <p>3 Large pieces of paper – 1 titled “Personal Skills”, 1 titled “Ethical Skills”, and 1 titled “Work Habit Skills”</p> <p>Resource 1: Missouri Mule Poem</p>

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 written, visual, and oral presentations and works
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions, and ideas while recognizing the perspectives of others
	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

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
	Social Studies
	Science
	Health/Physical Education

	Fine Arts	
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Enduring Life Skill(s)

	Perseverance		Integrity	X	Problem Solving
X	Courage		Compassion	X	Tolerance
X	Respect	X	Creativity		

Lesson Measurable Learning Objectives

The student will categorize personal skills, ethical skills, and work habit skills.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question answer, performance activity, etc.
 Students verbally respond to the following questions: Which category does each skill fall into? Do skills fall into more than one category?

Lesson Preparation

Essential Questions: How are skills related to success?
Engagement: (Hook)
 Read the *Missouri Mule* poem aloud – Discuss the personal, ethical, and work habit skills (or lack thereof) that the mule exhibits. In the discussion of the mule’s skills, identify the personal skill then hold up the personal skills sign and hang in one area of the room. Do the same procedure with the other two skills.
 Review what personal, ethical and work habit skills are:
Personal Skills are skills about how a person treats themselves or others.
Ethical Skills are skills a person uses when doing the right/wrong thing in different situations.
Work Habit Skills are skills a person uses to complete an assignment/job.

Procedures

<p>Instructor Procedures/Instructional Strategies:</p> <ol style="list-style-type: none"> 1. Counselor says, “I have listed some personal, ethical, and work habit skills on slips of paper. Each of the skills will fit into at least one of the categories on the signs: Personal Skills, Ethical Skills or Work Habit Skills. You will each draw out one of the slips of paper. When I say “Show Me”, walk to the appropriate section of the room where your work skill would belong.” 2. Proceed to one of the areas and choose a student to read the skill on his/her slip of 	<p>Student Involvement/Instructional Activities:</p> <ol style="list-style-type: none"> 1. Students take a slip of paper, and upon hearing the “Show Me” command they move to the appropriate area of the room. 2. Student reads his/her skill and gives the reason he/she went to that area.
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<p>paper and explain why he/she went to that area of the room.</p> <ol style="list-style-type: none"> 3. Ask if that skill could also go in another area. 4. Follow same routine until all students have shared. 5. Close the lesson by having the students rewrite the “<i>Missouri Mule</i>” poem or by writing a poem of their own using the positive Personal Skills, Ethical Skills, and Work Habit Skills shared during the lesson. 	<ol style="list-style-type: none"> 3. Student identifies other areas that the skill could fit into, and their rationale. 4. Students follow same response procedure. 5. Students share their poem.
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Teacher Follow-Up Activities

Encourage classroom teacher to relate the Personal Skills, Ethical Skills, and Work Habit Skills to the work students do in the classroom.

Counselor reflection notes

Activity Sheet 1

Personal Skills, Ethical Skills, and Work Habit Skills

Please Note: Skills will likely fit into more than one category.

Personal Skills	Ethical Skills	Work Habit Skills
Cooperation – getting along	Integrity – doing the right thing	Self-advocacy – standing up for what you believe in
Mind your own business	Honesty – telling the truth	Assertiveness – saying what you believe in
Watch out for others	Loyalty – being true to your friends	Punctuality – being on time
Clean Bodies	Apologize for mistakes	Team Work
Clean Clothes	Consideration of others	Perseverance – sticking with something until you get it done
Listening	Respectful of other people’s property	Good Attendance
Helpfulness	Respectful of self	Giving Your Best Effort
Participating	Respectful of others	Communication
Willing to learn new things	Truthfulness	Neatness
Sense of humor	Kindness	Meeting Deadlines
Good sport	Trustworthiness – can be trusted	Fully Completing Work
Positive attitude		Learning From Mistakes
Keep your hands to yourself		
Kind words		
If you can’t say something nice, don’t say anything at all.		

Resource 1

Missouri Mule Poem

There once was a mule in a field,
His stubbornness was his shield.
He kicked and he fussed,
He rolled in the dust.
So his unhappy fate was sealed.