

| | |
|---|----------------------|
| Unit #2 Title: Workers in Our School Community | |
| Lesson Title: Me and My Job Shadow, Part 3 | Lesson 3 of 3 |
| Grade Level: 3 | |
| Time Required: 30-45 minutes | |
| Missouri Comprehensive School Counseling Big Idea: CD.9: Applying Skills for College and Career Readiness and Success | |
| Grade Level Expectation (GLE): CD.9.B.03: Identify and apply the steps to obtain helper jobs within the school. | |
| American School Counselor Association (ASCA) Mindsets and Behaviors: Career Development | |

Materials and Resources (include handouts or supporting documents)

| |
|---|
| <p>Prior to this lesson, students will have had an opportunity to job shadow a school employee Paper for thank you notes Pencils, crayons, and markers. Activity Sheet: <i>Thank you</i> Activity Sheet: <i>Job Shadow Reflection</i></p> |
|---|

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 Measurable Learning Objectives

The student will complete a job shadow experience with specific school personnel and write a three paragraph reflective summary of the experience.

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.
 Upon completion of the job shadowing experience, students will write a three paragraph summary of the experience which will include: A description of the overall experience, a description of the skills utilized during the experience, and an explanation of the positive and negative aspects of the job they experienced. After the students complete the reflection piece, the student will compose a thank you note to the person he or she job shadowed.

Lesson Preparation

Essential Questions:
 Why is it important to develop skills to obtain jobs?

Engagement: (Hook)
 The job shadowing experience will be the engagement for this lesson.

Procedures

| | |
|--|--|
| <p>Instructional Procedures/Instructional Strategies:</p> <ol style="list-style-type: none"> 1. Instruct students to complete the <i>Job Shadow Reflection</i> activity sheet, a reflection paper about their job shadow experience. Their reflection will include a description of the overall experience, a description of the skills utilized during the experience, and an explanation of the positive and negative aspects of the job they experienced. 2. Ask the students to share, with a partner, one thing he or she learned during the job shadowing experience. | <p>Student Involvement/Instructional Activities:</p> <ol style="list-style-type: none"> 1. Students will complete the activity sheet. 2. Each student will share one thing he or she learned during the job shadowing experience. |
|--|--|

| | |
|---|--|
| <ol style="list-style-type: none">3. Ask students to turn to another person and share one skill he or she used during the job shadow experience and/or one skill he or she observed the worker use during the job shadow experience.4. Students will use the <i>Thank you</i> Activity Sheet to write a thank you note to the person he/she job shadowed.5. Arrange for delivery of thank you notes to the appropriate people by students or you. | <ol style="list-style-type: none">3. Each student will share one skill he or she used or observed during the job shadow experience.4. Students write thank you notes to the school staff member he or she job shadowed. |
|---|--|

Teacher Follow-Up Activities

Work with classroom teacher to allow time for students to deliver thank you notes.

Counselor reflection notes

Job Shadow Reflection Activity Sheet

I did my job shadowing with _____.
(Name)

She/He is a _____.
(Job title, i.e. school librarian)

I observed _____ perform the following tasks:
(Name)

1. _____ (i.e. shelve books)

2. _____ (i.e. check out books)

3. _____ (i.e. sort books)

For a person to be _____, they would need the
(Name)
following skills:

1. _____ (i.e. organization)

2. _____ (i.e. cooperation)

3. _____ (i.e. communication)

Three of the skills I possess the would make me a successful _____

_____ are:
(job/career student selected to shadow)

1. _____

2. _____

3. _____

Two of the things I most enjoyed about shadowing _____

_____ were: _____
(Name of individual the student shadowed)

and _____.

Two things I observed that would be hard for me to perform this career/job

are _____ and _____.