

**Unit #3 Title:** Personal Job Skills

**Lesson Title:** My School Job

**Lesson:** 2 of 2

**Grade Level:** 2

**Length of lesson:** 30 minutes

**Mississippi College and Career Readiness Standard:**

W.2.2, SL.2.1, SL.2.1A, SL.2.1B, SL.2.2, SL.2.3, SL.2.4, SL.2.6, L.2.1, L 2.6

**American School Counselor Association (ASCA) Mindsets and Behaviors:**

M 1, M 2, M 5, M 6

B-LS.2, B-LS.4, B-LS.5, B-LS.6, B-LS.9

B-SMS.1, B-SMS.2, B-SMS.6, B-SMS.9

B-SS.1, B-SS.5, B-SS.7

**Materials and Resources (include handouts or supporting documents)**

*Classroom Helper Job Application Activity Sheet* (one copy for each student)

Dry erase board/SMART board/other visual display

Blank pieces of paper for several small groups

**Enduring Life Skill(s)**

|   |              |  |            |   |                 |
|---|--------------|--|------------|---|-----------------|
|   | Perseverance |  | Integrity  | X | Problem Solving |
|   | Courage      |  | Compassion |   | Tolerance       |
| X | Respect      |  |            |   |                 |

**Lesson Measurable Learning Objectives:**

The student will complete a classroom job application through which he/she identifies personal helper qualities and ethical behavior.

**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.**

The students will complete a job application using their knowledge of personal, ethical and work habit skills.

**Lesson Preparation**

**Essential Questions:**

What makes a good helper?

**Engagement: (Hook)** Counselor and another adult staff member engage in a role playing situation to show the differences between appropriate interviewing behavior and behavior that will not lead to being hired.

**Procedures**

| <b>Instructor Procedures/Instructional Strategies:</b>   | <b>Student Involvement/Instructional Activities:</b>  |
|--|---|
| <ol style="list-style-type: none"> <li>1. Counselor engages in a brainstorming activity in which classroom jobs are written on the dry erase board/SMART board/other visual display. The instructor erases one of the jobs and discusses what would happen if someone quit and there was no one else to do that job. Counselor asks, “What would the consequences be for the classroom?”</li> <li>2. The counselor divides the class into small groups. Group roles are reviewed and assigned.</li> <li>3. The counselor assigns each group one of the classroom jobs from the brainstormed list on the board. The students are asked to come up with personal and work habit skills that would be important to have when assigned this job.</li> <li>4. The counselor gives the class time to work and informs them that they will be sharing their ideas.</li> <li>5. The counselor hands out the <i>Classroom Helper Job Application Activity Sheet</i> and instructs the students to apply for one of the jobs listed on the board by completing the application.</li> </ol> | <ol style="list-style-type: none"> <li>1. The students brainstorm, listing classroom jobs such as: line leader, board eraser, paper passer, etc.</li> <li>2. Students move into groups and participate in review of group roles.</li> <li>3. The recorder is assigned to write down group answers on a blank piece of paper.</li> <li>4. A group leader is asked to share the ideas for each job that the group came up with.</li> <li>5. Students use their knowledge about personal, ethical and work habit skills to complete the <i>Classroom Helper Job Application Activity Sheet</i>.</li> </ol> |

**Teacher Follow-Up Activities**

The students turn in their job application to the teacher. The teacher reviews the job applications and gives feedback to the students. The teacher may want to assign jobs related to personal skills of the students.

**Counselor reflection notes**

## Classroom Helper Job

2<sup>nd</sup> Grade Job Application

First Name \_\_\_\_\_

Last Name \_\_\_\_\_

Age \_\_\_\_\_ Grade \_\_\_\_\_ Date \_\_\_\_\_

Teacher's Name \_\_\_\_\_

I would like to do these classroom jobs:

I want to be a helper because

I would be a good helper because

**Circle your qualities:**

Honest

Responsible

Reliable

Neat

Clean

Helpful

Follows Rules

Good Listener

Kind

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*Teacher Use Only*

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