

Unit #3 Title: School Jobs, School Success

Lesson Title: Silly School vs. Super School

Lesson: 1 of 2

Grade Level: 1

Length of Lesson: 20-30 minutes

Mississippi College and Career Readiness Standard:

RL.1.1, RL.1.7, RL.9, RI.1.1, RI.1.2, RI. 1.3, SL.1.1, SL.1.2, SL.1.3, SL.1.6

American School Counselor Association (ASCA) Mindsets and Behaviors:

M 1, M 2, M 3, M 4, M 5, M 6

B-LS.1, B-LS.3, B-LS.4, B-LS.6, B-LS.7, B-LS.9

B-SS.1, B-SS.2, B-SS.3, B-SS.5, B-SS.8, B-SS.9

Materials (include activity sheets and/ or supporting resources)

Silly School Story

Super School Story

Enduring Life Skill(s):

	Perseverance	X	Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The student will identify three personal, ethical and/or work skills needed for school success.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals and objectives.

Assessment can be question answer, performance activity, etc.

Observation: Students will participate in discussion by answering questions about personal, ethical, and work habits for school success.

Lesson Preparation

Essential Questions:

Why do students have jobs in the classroom?

Why is it important for people to do their jobs well?

Engagement (Hook):

Introduce a puppet named Silly Susie. Explain that Silly Susie is always goofing around and never gets her work done. Do you think your teacher would pick her for an important school job? Why or why not?

Write these words on the board:**Personal Skills****Ethical Skills****Work Habits**

Does anyone know what these words mean? Explain. The skills on the board are important skills for students or people to have when they are doing their work or job.

Personal Skills are skills about how a person treats themselves or others.

Important personal skills: helpful, friendly, kind, caring, good listener, and compassion.

Ethical Skills are skills a person uses when trying to do the right thing in different situations. Important ethical skills: honesty, doing the right thing, doing your own work and doing your best work.

Work Habit Skills are skills a person uses to complete an assignment/job. Important work habit skills: neat, organized, completing work, and getting work done on time.

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
<ol style="list-style-type: none"> 1. Before the counselor reads the story, the counselor will say, "Silly Susie used to go to school at Silly School. Listen to what the school was like." The instructor reads the Silly School story. 2. The counselor says, "What did you notice about the students at the Silly School?" 3. The counselor says, "Were the students at Silly School practicing the three skills (personal, ethical, work habit) on the board? How do you know?" 4. Before reading the second story, the counselor says, "One day Silly Susie's parents decided to move to a new school named Super School. Listen to what this school was like." The instructor reads the story. 	<ol style="list-style-type: none"> 1. Students listen to the story. 2. Students respond... (Possible answers: The students were not responsible and respectful. The students didn't listen. They didn't do their work neatly or on time. 3. Students respond with rationale (e.g., no because the students were unkind, didn't get their work done, and they were not responsible). 4. Students listen to the story.

<p>5. The counselor says, “What was different about this school? How were the students different?”</p> <p>6. The counselor asks, “Which school do you think has students who were more successful? Why?”</p> <p>7. The counselor continues by saying, “Let’s think about our classroom. Which school do you think the students in our classroom are more like?”</p> <p>8. The counselor asks, “What classroom jobs or responsibilities do you have?” List a few on the board.</p> <p>9. The counselor reviews personal, ethical and work habit skills and how those skills help students perform their jobs like students in “Super School” before ending the lesson.</p>	<p>5. Students respond. (Possible answers: The students were friendly. Everyone at Super School got their work done. The students listened to the teacher. They played together nicely and the students were honest.)</p> <p>6. The students respond and provide rationale for responses.</p> <p>7. The students respond. Hopefully the students will respond with Super School. Compare differences in the classroom when the students are more like Silly School/Super School.</p> <p>8. Students share ideas of classroom jobs and responsibilities.</p> <p>9. Students participate in the review by defining personal skills, ethical skills, and work habit skills and describing how using those skills help the classroom be a Super School Classroom.</p>
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Teacher Follow-Up Activities

The teacher will review the student jobs in the classroom and why they are important. The teacher will also share how they assign the jobs throughout the year.

Counselor reflection notes (completed after the lesson)