

**Unit #3 Title:** Worker in our School Community

**Grade Level:** 3

**Number of Lessons in Unit:** 3

**Time Required for each lesson:** 30 – 45 minutes

NOTE: This Unit includes a job shadowing experience with a worker in the school. The time required for the shadowing experience is not included in the time estimates.

**Best time of year to implement this Unit:** Anytime

**Lesson Titles:**

Lesson 1: Me and My Job Shadow, Part 1

Materials/Special Preparations Required:

Schedule several school personnel (e.g. custodian, bus driver, nurse, secretary, kitchen staff, principal, etc.) to talk for five minutes each regarding the specific skills needed to be a helper for their specific job

Paper and writing materials for students to take notes

*School Job Ranking Activity Sheet*

Lesson 2: Me and My Job Shadow, Part 2

Materials/Special Preparations Required:

Student rankings of helper roles and paragraph summary from Lesson 1

Paper, highlighters, colored pencils, or crayons.

*Job Skills Activity Sheet*

*School Job Ranking Activity Sheet* (completed during Lesson 1)

Lesson 3: Me and My Job Shadow, Part 3

Materials/Special Preparations Required:

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

*Thank You Activity Sheet*

*Job Shadow Reflection Activity Sheet*

**Mississippi College and Career Readiness Standard:**

SL.3.1, SL.3.1b, SL.3.1c, SL.3.1d, W 3.4

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

M 4

B-LS.7

B-SS.1, B-SS.3

**Unit Essential Questions:**

Why is it important to develop skills to obtain jobs?

**Unit Measurable Learning Objective:**

The student will identify five skills needed to perform helper jobs within the school system.  
The student will identify five personal skills that he/she possess to aid in performing helper jobs within the school system.  
The student will write a rationale describing possible jobs to shadow.  
The student will complete a job shadow experience with specific school personnel and write a three paragraph reflective summary of the experience.

**Unit Instructional Strategies/Instructional Activities:**

Direct (Compare and Contrast, Demonstrations, Guided & Shared)  
 Indirect (Inquiry, Writing to Inform, Concept Formation)  
 Experiential (Field Observations)  
 Independent study (Homework)  
 Interactive Instruction

**Unit Summative Assessment (acceptable evidence):**

**Summative assessment should relate to the performance outcome for goals and objectives. Assessment can be question answer, performance activity, etc.**  
Students will identify the skills that are important in performing helper jobs in the school and the skills that are possessed personally by the student. Students will write a short paragraph to summarize this information. On completion of the job shadowing experience, students will write a three-paragraph summary of the experience. The summary 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, they will compose a thank you note to the person they shadowed.

**Brief Summary of Unit:**

Students will identify the skills necessary for a school helper job and complete the steps to obtain a helper job within the school community. Students will job shadow a person of their choice within the school setting and write a reflection of the experience.

**Student Prior Knowledge: What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?**

Every job is important and requires basic skills. Students need to know basic work skills to be successful in school and work.