

Unit #3 Title: Workers in Our School Community

Lesson Title: Me and My Job Shadow, Part 2 **Lesson 2 of 3**

Grade Level: 3

Time Required: 30-45 minutes

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

Materials and Resources (include handouts or supporting documents)

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)

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives

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.

Lesson Formative Assessment (acceptable evidence):

**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 the information learned about their top three job shadowing choices.

Lesson Preparation

Essential Questions:
 Why is it important to develop skills to obtain jobs?
Engagement (Hook):
 Ask students for feedback and definitions of job shadowing from their experiences in the previous lesson.
 Explain the opportunity to job shadow with school personnel of their choice.

Procedures

Instructional Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
<ol style="list-style-type: none"> 1. Tell students that today they will use their ranking sheet, and what they wrote about job shadowing from the previous lesson (<i>School Job Ranking Activity Sheet</i> completed during Lesson 1). Ask several students to explain the rationale for their choices. 2. Using the <i>Job Skills Activity Sheet</i>, instruct the students to select their top 3 choices on the <i>School Job Ranking Sheet</i>. Instruct students to select one member of the school workers and list the skills he or she possesses that would be necessary in the job. Then, instruct students to use their highlighter to mark the skills that the student possesses now on the 3 top ranked jobs. 3. After completion of the <i>Job Skills Activity Sheet</i>, instruct the students to identify skills they have in common. Based on this information, re-rank their choices for job shadowing. 4. Use their choices in assigning job shadow experiences. Students will be assigned to job shadow for 30 minutes in small groups. If that is not possible then the counselor will adapt the lesson as needed. 	<ol style="list-style-type: none"> 1. Students discuss what they wrote at the end of Lesson 1. 2. Students create a comparison list. 3. Students reevaluate their top three choices to make sure they match the skills. 4. Students participate in job shadowing when assignments are made.

Teacher Follow-Up Activities

Work with the classroom teacher to schedule some time for the students to job shadow a school worker prior to Lesson 3.

Counselor reflection notes

