

**Unit #1 Title:** Work, Career Paths and Me!

**Lesson Title:** Jobs I Like At Home and At School **Lesson:** 1 of 2

**Grade Level:** 1

**Length of Lesson:** 20-30 minutes

**Mississippi College and Career Readiness Standard:**  
SL.1.1, SL.1.3, SL.1.4, SL.1.6

**American School Counselor Association (ASCA) Mindsets and Behaviors:**  
M 1, M 2, M 3, M 5, M 6  
B-LS.1, B-LS.4, B-LS.7  
B-SM.1, B-SM.2, B-SM.3, B-SM.7, B-SM.8, B-SM.10,  
B-SS. 1, B-SS.2, B-SS.4, B-SS.5, B-SS.6, B-SS.8, B-SS.9

**Materials (include activity sheets and/ or supporting resources)**

Classroom Job Chart  
Flip Chart, Board, or Other Visual Media  
Markers  
Sharing Circle Ball

**Enduring Life Skill(s)**

|   |              |  |              |   |                 |
|---|--------------|--|--------------|---|-----------------|
|   | Perseverance |  | Integrity    | X | Problem Solving |
|   | Courage      |  | Compassion   | X | Tolerance       |
| X | Respect      |  | Goal Setting | X | Responsibility  |

**Lesson Measurable Learning Objectives:**

The student will identify personal strengths and interests related to one home activity and one school activity.  
The student will demonstrate the importance of jobs by identifying one job within the family and the school.

**Lesson Formative Assessment (acceptable evidence):**

**Assessment should relate to the performance outcome for goals and objectives.**  
**Assessment can be question answer, performance activity, etc.**  
The student will identify personal strengths and interests related to one home activity and one school activity.  
The student will demonstrate the importance of jobs by identifying a job within the family and/or the school.

## Lesson Preparation

### Essential Questions:

1. Why do people have jobs at home or school?
2. What would happen if people didn't have jobs?

### Engagement (Hook):

Ask students to look at the classroom job chart. The counselor names each job, and asks the students to give a “thumbs-up” if they would like to do the job. The counselor asks the students, “Which jobs do you do well in the classroom? Are there some classroom jobs that interest you more than others?”

## Procedures

### Instructor Procedures/Instructional Strategies:

1. After the hook, the counselor summarizes what the students have said and notes jobs that individuals mentioned as being jobs they would do best (e.g. “Mario and Sarah said they would be able to do the job of librarian really well since they like to visit the library. I noticed that they gave the librarian a ‘thumbs-up’ when I asked what jobs you would like.”). Tell the students that things we can do really well are called “strengths.”
2. The counselor says, “What is an interest? Does an interest have to be a person’s strength? Is there a difference between strength and an interest? The classroom jobs you gave a ‘thumbs up’ rating are interests that you indicated you’d like to do as a job.”
3. Counselor asks students to form a circle. The counselor then says, “This is our *Strength/Interest Circle*.” To reinforce the concept of “strength and/or interests,” ask each student to tell one strength and one interest at school or at home.” Give some examples if necessary, such as: “My strength is helping others in my family. I’m interested in reading books at school. I’m interested in finding out new things.”

### Student Involvement/Instructional Activities:

1. Students listen to counselor.
2. Students respond. Possible responses include: “An interest is something I like to do or want to know more about. A person doesn’t have to be good at something for it to be an interest. You may have an interest in baseball, but your strength may not be that sport. Your interest may be working at the computer and your strength may be computer games.”
3. Students form a circle in the classroom and sit on the floor. Students pass a Sharing Circle Ball around and take turns naming a personal strength/interest of theirs when the ball comes to them

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| <p>4. On the flip chart (or other visual aid) the counselor writes “Our Jobs at Home” to create a home job chart using suggestions from the students. The counselor writes the students’ suggestions on the chart.</p> <p>5. The counselor names each job and asks students to give a “thumbs-up” if they like the job, and then asks three or four students to tell what they like about those jobs. After reviewing the list with the students, the counselor makes the connection between what they like to do, what they are interested in doing, and what they are good at doing.</p> <p>6. Referring to the two job charts (classroom and home), the counselor asks the students which jobs are important. Counselor says, “What would happen in the classroom if we didn’t have people to do the jobs? As an example, Paper Passer. If we didn’t have the paper passer everyone would get up at once and to get paper, or the teacher would have to take time out of the lesson to pass out all of the papers and lose learning time. What would we see if the job of paper passer was done well?” Follow this discussion up by explaining that we would recognize this as being a person’s strength. The counselor says, “What would happen at home if people didn’t do their jobs? Example: If someone didn’t do the job of washing the dishes then there would be dirty dishes stacked all over the cabinets.”</p> <p>7. Summarize the lesson by stating that people have different strengths and interests which help them do their jobs well. Reinforce that all jobs are important to help our homes and schools “run smoothly.”</p> <p>8. Close the lesson by using the “Sharing Circle Ball”, and asking students to tell the class one idea they will remember about interests or strengths or jobs. (Reminder: 1<sup>st</sup> graders need help staying focused on topic.)</p> | <p>4. Students offer suggestions of jobs at home.</p> <p>5. Students give a “thumbs-up” to indicate if they like a job and identify one or two “things” they like about the job.</p> <p>6. Students generate responses indicating: <ul style="list-style-type: none"> <li>● Consequences of no one doing a specific job.</li> <li>● Using strengths to do a job well.</li> <li>● Consequences of no one doing jobs at home.</li> </ul> </p> <p>7. Students give final thoughts.</p> <p>8. Students share ideas.</p> |
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**Teacher Follow-Up Activities**

When the teacher assigns classroom jobs, she/he might reinforce the strengths and interests that students are bringing to those tasks.

**Counselor reflection notes (completed after the lesson)**