

School's Like Work



Concept
Social Skills



Length
15-65 Minutes



Recommended
4th Grade

About This Lesson

In this lesson, students discover how the skills and work habits they demonstrate at school translate to many careers. Students engage in tableaux vivants, complete a true or false puzzle, and design a personal Xello career profile about being a student.

Lesson Objectives

By the end of this activity, students will

- Understand what sorts of behaviors and attitudes are expected of someone at work;
- Link workplace behaviors and attitudes with what's expected of them at school.

Driving Question

How is school like work?

Future-Ready Skills

Career Awareness

School Habits

Work Ethic

Responsibility

Dependability

Evaluating

Lesson Breakdown

10-15
minutes

[Activity 1 - Tableaux Vivants \(Living Pictures\)](#)

The purpose of this activity is to get students to think about appropriate workplace behaviors.

15-20
minutes

[Activity 2 - True or False Map](#)

In this activity, students identify some of the ways in which school is like work.

20-25
minutes

[Activity 3 - Design Your Own Career Profile](#)

In this activity, students create profiles for the "career" of a student.

5-10
minutes

[Exit Activity - School's Like Work](#)

Students complete an exit ticket, reflecting on what they learned and posing any questions they still have about what it will be like for them in the world of work.



Xello Entry Point

The Xello career profiles are a good starting point for discussions about how school is like work. While there are many differences, many jobs require the same skills, characteristics, and attitudes that students are learning in school.

Lesson Vocabulary

- Workplace
- Behavior
- Habit
- Responsible
- Self-Disciplined
- Work Ethic
- Attitude
- Dependable
- Punctual

ASCA Standards

M 6. Positive attitude toward work and learning

B-SMS 2. Demonstrate self-discipline and self-control

B-SS 9. Demonstrate social maturity and behaviors appropriate to the situation and environment

Tableaux Vivants



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Length
10-15 Minutes

Inquiry Prompts

- How do you know how to react or behave in a situation?
- How do people learn their habits and behaviors?
- What happens when someone shows bad habits, like being late or disrespecting other, at school?
- What could happen if an adult showed these same bad habits at work?

Instructions

The purpose of this activity is to get students to think about appropriate workplace behaviors.

- 1 Explain the concept of tableaux vivants to students. You're going to call out a situation, and students will pose in some action related to the scenario as if they were models in a painting. For example, if you say, "You're in the bouncy house at a birthday party," students should pose as if they are at a birthday party. Have students hold their poses for at least 15 seconds.
- 2 Some general prompts:
 - You're at a zoo where a tiger has escaped
 - You're at a concert watching your favorite band
 - You're on a roller coaster at an amusement park
- 3 Now try some workplace prompts:
 - You're operating on a patient in a hospital
 - You're volunteering to walk dogs at an animal shelter
 - You're fixing a broken pipe that's flooding someone's house

Message for students: The way you might behave at a zoo (escaped tiger or not), concert, or an amusement park would be very different from how you're expected to act at work, or even at school. But you're learning important habits and skills at school that will one day help you when you're older and have a job.

Materials Required

- None for this activity

Artifacts

None for this activity.

True or False Map



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Inquiry Prompts

- How do you know how to react or behave in a situation?
- How do people learn their habits and behaviors?
- What happens when someone shows bad habits, like being late or disrespecting other, at school?
- What could happen if an adult showed these same bad habits at work?

Instructions

The purpose of this activity is to have students identify the ways in which school is like work.

- 1 Give each student the [true or false map](#). Explain that to help Dax find the safest path to Marsh, they have to follow the *true* answers. (However, they cannot move diagonally through the maze.)
- 2 Have students take 5 to 10 minutes to complete the worksheet.
- 3 Ask students to form small groups and go over their answers together.
- 4 As a class, go over the right answers.

Message for students: Can you think of any other examples that show how school and work are similar. How about some key ways in which school and work are different?

Materials Required

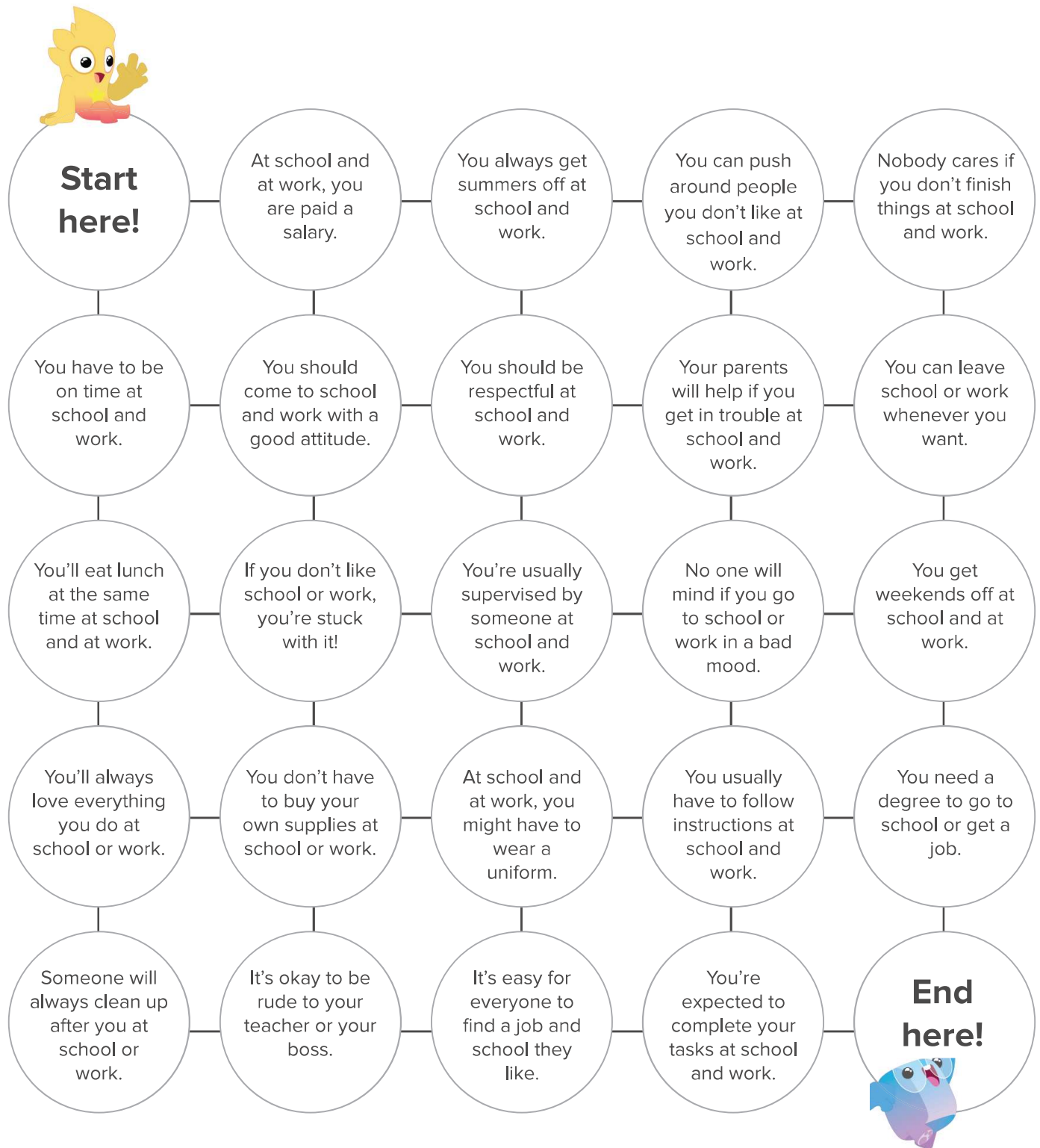
- [School's Like Work true or false map](#)
- Pencils, colored pencils, or markers

Artifacts

Upload students' worksheets to **Storyboard**, where they can reflect on the similarities between school and work.

School's Like Work True or False Map

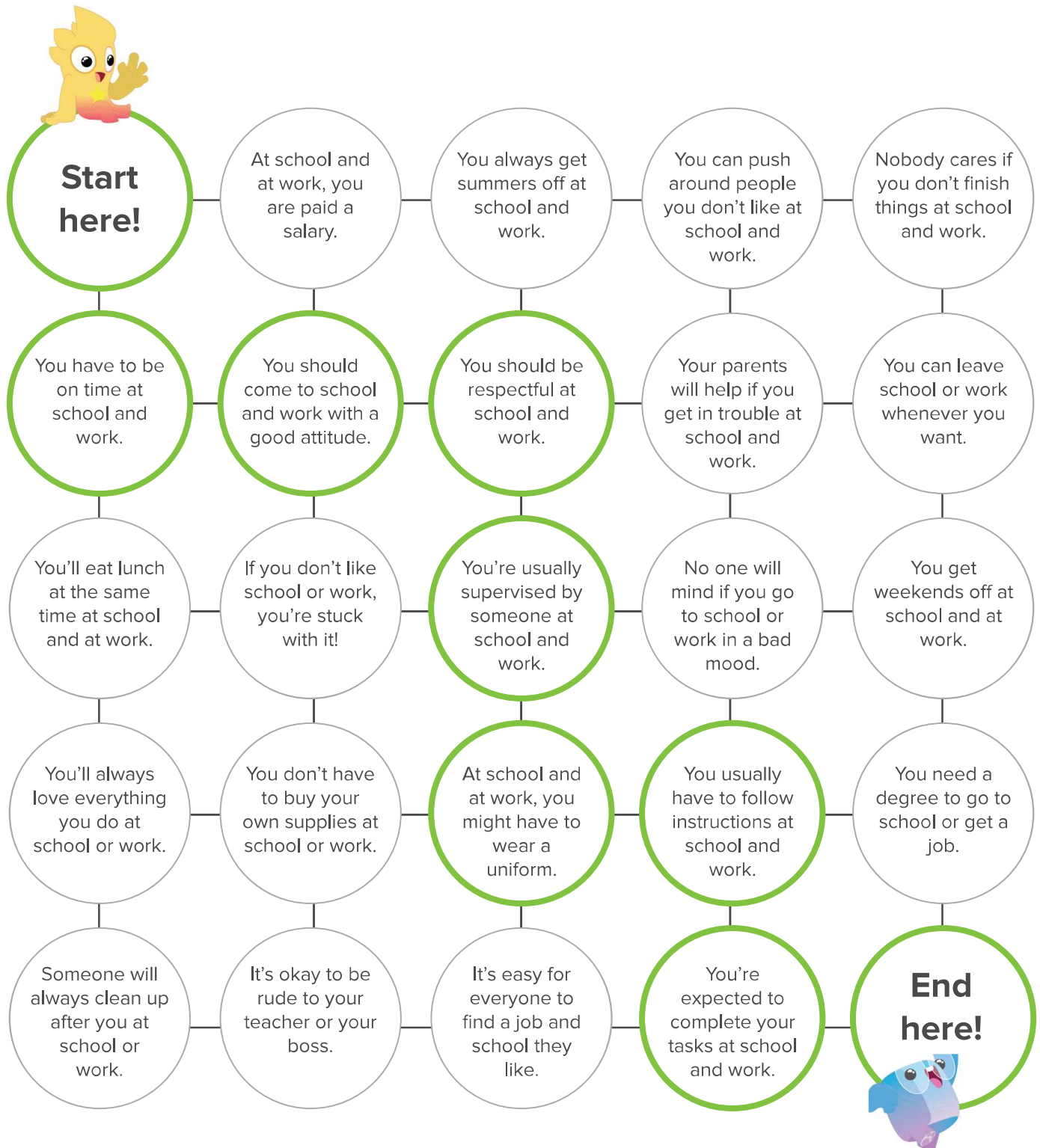
Color or put an "x" on all of the **TRUE** spaces to help Dax find the safest path to her friend, Marsh. You can move horizontally and vertically. You cannot move **diagonally**.



Name: _____

School's Like Work True or False Map - Answers

Color or put an "x" on all of the **TRUE** spaces to help Dax find the safest path to her friend, Marsh. You can move horizontally and vertically. You cannot move **diagonally**.



Name: _____

Design Your Own Career Profile



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Length
20-25 Minutes

Inquiry Prompts

- What are your responsibilities as a student?
- Where do you do your work as a student?
- What kind of “tools” do you use as a student?
- What are the best parts of your job as a student?
- What are your least favorite parts of being a student?
- What are you learning in school that will help you when you have a job?
- What if you could get fired from being a student?
- What if you could get raises and promotions as a student?
- How do you wish being a student was more/less like a job?
- If you could send adults back to school, what would you teach them?

Instructions

In this activity, students create profiles for the “career” of a student. Since being a student is like their first job, students should reflect on what’s expected of them and highlight the positive aspects of their “jobs.”

- 1 Explain to students that they’re going to create a career profile for being a student. Have them log in to Xello.
- 2 Go over some career profiles in the **Careers** section with students. Point out some of the content that the profiles share, like a photo, job description, working conditions, fun facts, etc.
- 3 Brainstorm some other fun details they might like to add to their profile, like an interview or what they think they should be paid. Consider some of the inquiry prompts to encourage creative thinking.
- 4 Remind students to include the behaviors and qualities that they share with adult workers, such as responsibility, dependability, punctuality, etc.
- 5 Hand out paper and art supplies to students and ask them to design and create their own profiles. They can use images/drawings, words, or a combination of both to create a profile that’s uniquely theirs.

Message for students: Ask anyone you know who has a job: when you grow up and go to work, you will be expected to be dependable and responsible, have a good work ethic, and show a positive attitude. These are all habits that you can learn and practice now in school.

Materials Required

- Paper
- Pencils, colored pencils, or markers
- Computers (tablets, phones) with Internet access

Artifacts

Upload students’ career profiles to **Storyboard**, where they can reflect on the similarities and differences between being a student and adult worker.

Exit Slip: **School's Like Work**



Name: _____

Date: _____

The most important thing I learned today is:

I still have questions about:

I'm going to use what I learned today to:

Name: _____

Date: _____

The most important thing I learned today is:

I still have questions about:

I'm going to use what I learned today to:

Name: _____

Date: _____

The most important thing I learned today is:

I still have questions about:

I'm going to use what I learned today to: