Whose job is it?

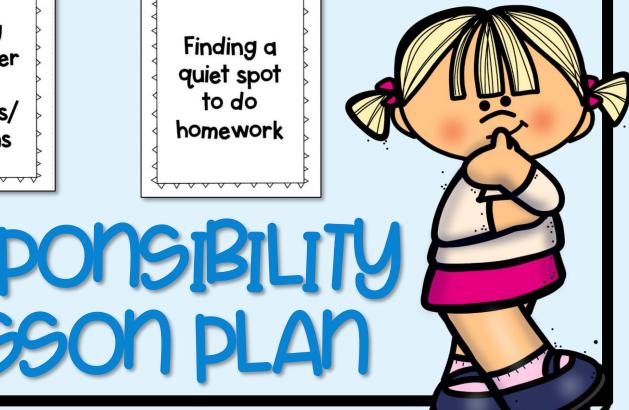
Homework Being Completed



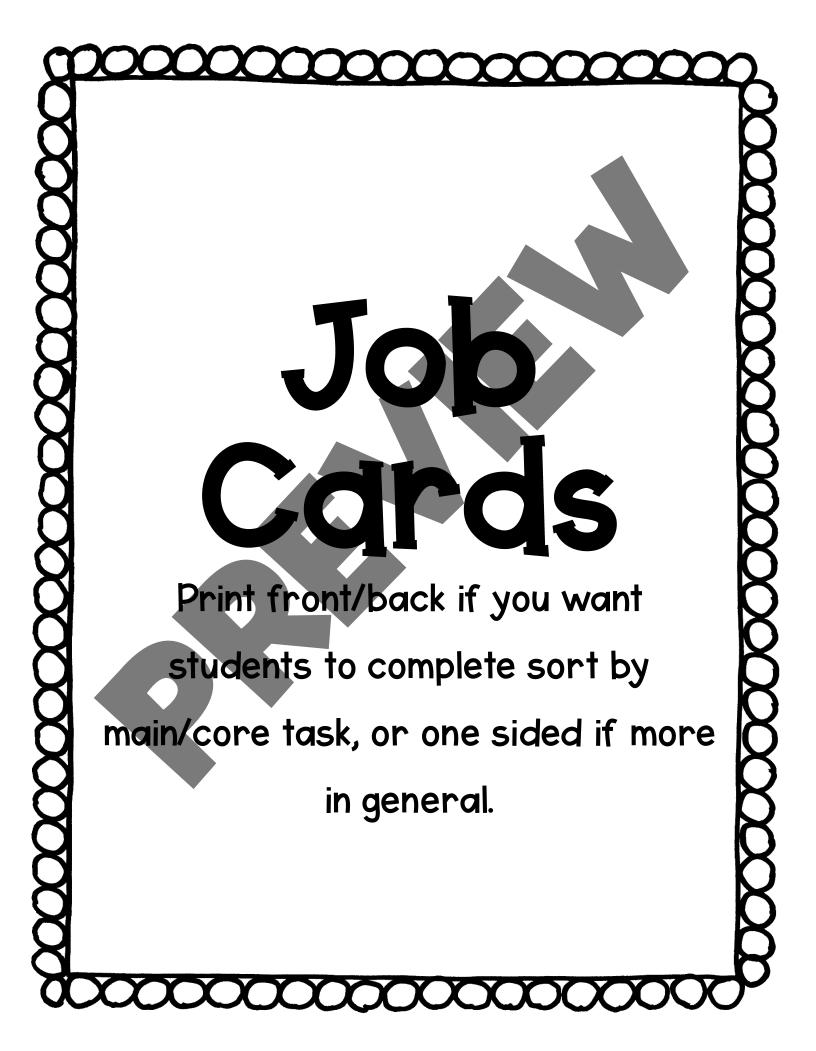
PARENTS STUDENTS

Helping with super hard questions/ problems

Finding a quiet spot to do homework



WHOSE RESPONSIBILITY IS IT? Another option would be to do a similar exercise but use a sport's team's success as the end goal. Jobs: OUTLINE: Markers an Keep the players healthy cords, exit TWE(S): Students will Make uniforms, clean uniforms tify whose responsibility Maintain practices and game space (field/gym) ious school-related tasks CASEL DOMA Coach the players Ask. What if no one told the players what they need Monogeme play better? What if no one took care of the field Decision M ASCA MINOSETS/BEHAVIORS: Demonstrate ability to assume always muddy? Everyone has a job that has to 96 Play the games responsibility, Demonstrate Students Proctice determining whose job various scho self-discipline and self-control Think of a really popular toy/gadget for your In small groups, students rotate clockwise brainstorm all of the different things (jobs) that them to be able to play with it. For each, ident and list all the various jobs/responsibiliti Option A. Corousel OUTLINE: on chart paper hanging on the walls (attached). Give approximately 3-4 m Coming up with the idea of the toy for it. When time is up, process. Ask: Whot are some things you Ask students "What is a reminder?" Explain that reminders are a n noticed? Which jobs did you have discoreement about who thing, and they can be helpful for students, but that reminding the things is not a teacher or parents' job. Ask "What are some wa can remind yourself about your jobs?" (write them down, use was responsible for it? What were so Option B: Card Sort (Whole Group or Sm Students complete exit ticket, identifying one job that they Students sort different tosks by who relying on their parents or teachers to do for them. Print one set and complete whole 9rd paper and make an anchor chart) O print multiple sets and students sort c etc.) Print one set and place each task's a section of the room. Students sort in groups OR cards, then rotate to the next core t When time is up, process. Ask: What a noticed? Which jobs did you have dis consider for it? What were so





pest effort Cldsswork giving up and not Giving Inderstand grades to show if students Giving intormation skills and **Tedching** the new

Help students are paying aftention

Participating
Asking for
help and
answering
questions

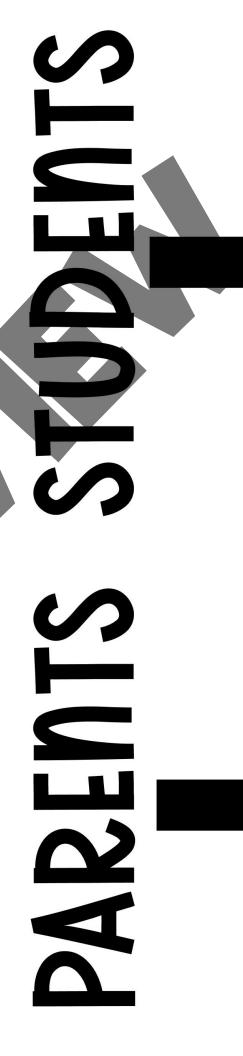
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night

every

Doing

Being at School Every Day and On Time



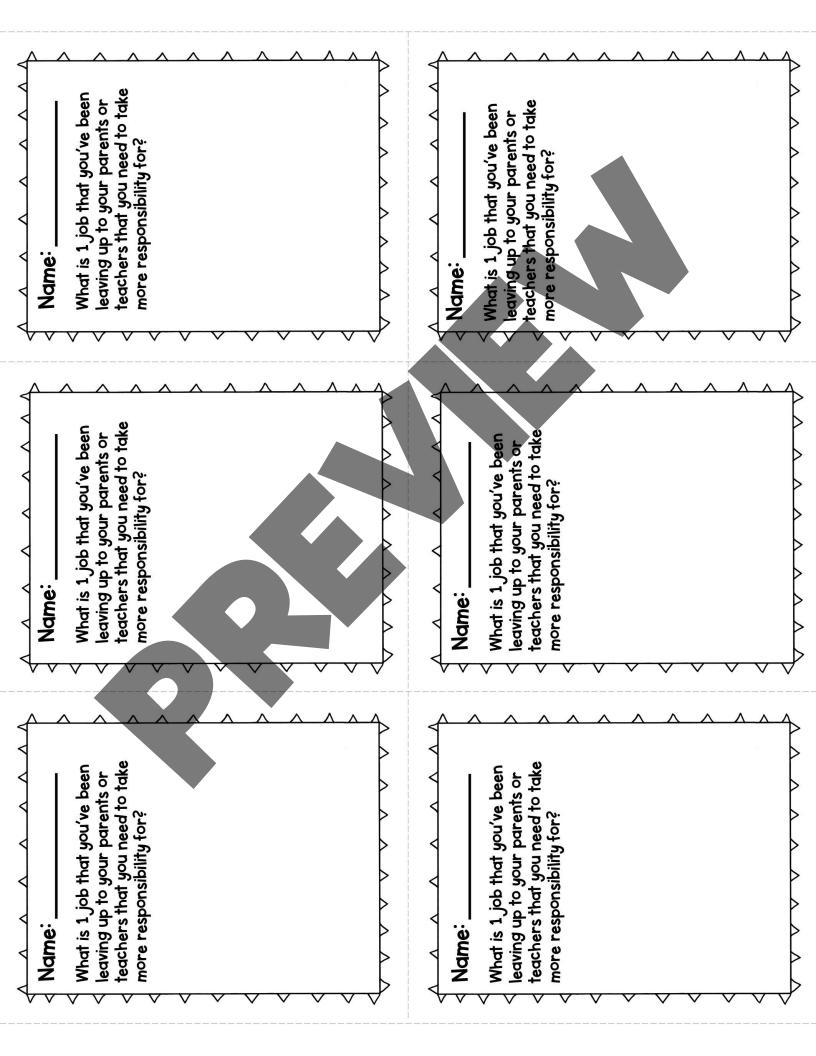


Give to students during activity to help them make sure all jobs are listed.

CLEAN AND ORGANIZED CLASSROOM, DESK, AND BACKPACK

- Making sure custodians are emptying trash
- · Teach/show what a clean desk area looks like
- Make sure everyone has a desk
- Make sure papers are where they belong
- Throw trash away when they see it
- Clean out backpack
- Clean out desk
- Turn papers in when they are done

Exit Tickets



THE RESPONSIVE COUNSELOR



Education

B.A. from Michigan State University Psychology and Anthropology

M.S. from Vanderbilt University Community, Research, and Action

M.Ed. From Vanderbilt University
Human Development Counseling:
School Counseling and
Clinical Mental Health

Experience

I started my post-grad career as a school-based therapist before becoming an elementary school counselor. Social and emotional learning in youth is my passion, whether through large group prevention, individual intervention, or parent and teacher education! I have been at my current school for 5 years now, providing a comprehensive school counseling program.

Philosophy

- I only sell resources that I create for my own students and use first with them!
- All of my work is rooted in evidence-based instructional, SEL, and/or therapeutic practices.
- My aim is to make things effective and engaging for wiggly learners and use wording accessible to underserved and EL populations.

Connect With Me!











