

You're Hired! – **You're Hired!** – You're Hired! – You're Hired! – You're Hired

## **Classroom Jobs**

### **– Developing the Life Principle of Responsibility**

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Developing the Life Principle of Responsibility requires practice and included here are some valuable lessons learned as a classroom teacher at different levels. First everyone had an opportunity to work and was encouraged to have a job. If someone was absent, there was a substitute waiting to serve. This opportunity helped members of the classroom to feel included, important, and valued!

The jobs offered a chance to use manners, communication skills, organizational skills, and being responsible with little supervision. If others asked to be allowed that opportunity, they would be reminded that they could make application for the job at the end of the day. This simple reminder would usually resolve any problems with “who gets to do what”.

Usually jobs were assigned for one week, unless absentees or other issues required a different schedule. This offered time for a member to learn their job and to feel competent! The Leader/Assistant was always available to help. Being diligent in giving them feedback (both oral and written) as they progressed through the week was an integral part of supporting the student's efforts. This feedback gave them something to share with parents and to give them a smile as they left the building. **Problems became a great opportunity to practice problem-solving together and to model the type of communication desired in the classroom.**

This process took some time to set up, but usually by the second week of school the members had a job and were ready to take over their new-found mission. A note card as kept in my pocket with names and jobs so feedback could be given during downtimes. The members appreciated having a job and if the job didn't fit, they could request a new application and interview at my convenience, “This is the way the real world works”.

Below is a list of possible jobs. Feel free to create your own or better yet, allow the members a chance to create the job and the titles. This gives them ownership! Discuss procedures for each job and a definite timeline for applications. **Keep the interview process a private confidential discussion. This helps to build trust for times when difficult situations need to be addressed.**

See [Job Application Form](#)

Create a display for the room to help the members keep track of their job responsibilities.

Suggestion for Elementary:

Use library card pockets (with job titles)

and colorful strips of paper or wooden sticks for each member's

name or student number which can be color coded by job or

by week of rotation. A significant benefit with having a

responsibility in the room was giving members another reason

to be present and on-time and seeing them step-up to the challenge.



### Potential Class Jobs

Job Title	Job Guidelines
<p style="text-align: center;"><b>Classroom Greeter</b></p>	<ul style="list-style-type: none"> <li>• Make sure the door is locked.</li> <li>• Welcomes and introduces guests.</li> </ul> <p>Notes: After teacher acknowledgment of a knock at the door, the Greeter opens the door, welcomes the members or guests, offers a seat, and shares the class notebook showcasing the class name, class creed, the poetry selection currently being learned and class work the members wanted to display that reflected their <b>“Best Work”!</b></p> <ul style="list-style-type: none"> <li>• Leads class in recitations</li> </ul>

Job Title	Job Guidelines
<b>Leader/Assistant</b>	<ul style="list-style-type: none"> <li>• Manages workers</li> <li>• Offers help during times the teacher is unavailable</li> <li>• Assists a substitute teacher in finding materials and keeping track of daily routines.</li> </ul> <p>Notes: This job requires a very responsible and professional person with high-level skills. Second semester, the position is offered to other students as an apprentice position. The apprentice would be in charge, but the skilled leader would monitor and assist. This model was very effective, and few problems arose.</p>
<b>Paper Leader 1,2</b>	<ul style="list-style-type: none"> <li>• Manages and dispense handouts for each lesson.</li> </ul>
<b>Paper Collector</b>	<ul style="list-style-type: none"> <li>• Collects papers</li> <li>• Places completed work in filing area</li> </ul>
<b>Supply Clerk 1, 2</b>	<ul style="list-style-type: none"> <li>• Helps each member or table with necessary supplies during group or independent work (not during instruction)</li> </ul>
<b>Botanist</b>	<ul style="list-style-type: none"> <li>• Cares for plants in room or hall at a designated time, usually at the end of the day</li> </ul>
<b>Attendance Assistant</b>	<ul style="list-style-type: none"> <li>• Conducts roll call, fills out paperwork, etc</li> </ul>
<b>Lunch Attendant</b>	<ul style="list-style-type: none"> <li>• Organizes lunch boxes and school lunch count to be turned in to the office. Note: The class had a clip hanger outside the door where the attendant would hang the count slip.</li> </ul>

<b>Job Title</b>	<b>Job Guidelines</b>
<b>Custodian</b>	<ul style="list-style-type: none"> <li>• Monitors the floor and circulates with a trash container at designated times during the day.</li> </ul> <p>Note: If the items were within one foot of a desk or table, the owner/s were responsible for picking up the item and adding it to the collection container as the monitor passed. Supplies and personal items found on the floor were placed in the Lost and Found box for disposal on designated days and picked up by the owner.</p>
<b>Door Assistant</b>	<ul style="list-style-type: none"> <li>• Holds door when in transition</li> <li>• Turns off lights</li> </ul>
<b>Line Escort</b>	<ul style="list-style-type: none"> <li>• Leads the class in transitions</li> <li>• Carries and delivers notes or messages from specials teacher</li> </ul>
<b>Desk Inspector</b>	<ul style="list-style-type: none"> <li>• Monitors desk organization at the end of the day</li> <li>• Reminds members to take homework home</li> </ul>
<b>Lighting Specialist</b>	<ul style="list-style-type: none"> <li>• Manages lamps and window shades</li> </ul>
<b>Media Specialist</b>	<ul style="list-style-type: none"> <li>• Manages technology, turns on and off, and adjusts volume</li> <li>• Assists members with technology needs</li> </ul>
<b>Trim Specialist 1, 2</b>	<ul style="list-style-type: none"> <li>• Aids teacher by cutting out lamination, helps others with projects that require cutting and organizes scissors.</li> </ul>
<b>Clerks 1, 2</b>	<ul style="list-style-type: none"> <li>• Files papers from daily work and homework</li> <li>• Returns papers that are incomplete</li> <li>• Finds owner of un-named papers</li> </ul>
<b>Food Supervisor</b>	<ul style="list-style-type: none"> <li>• Supervises delivery and clean-up of meals or snacks in the classroom.</li> <li>• Assists parents in delivering food for snacks or parties.</li> </ul>
<b>White Board Maintenance Crew</b>	<ul style="list-style-type: none"> <li>• Cleans and organizes white board tools</li> <li>• Writes daily assignments on white board</li> <li>• Writes daily quote on white board</li> </ul>

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<b>Calendar Supervisor</b>	<ul style="list-style-type: none"> <li>• Ensures calendar is up-to-date</li> <li>• Schedules events</li> <li>• Provides reminders to class of upcoming events daily or weekly</li> </ul>
<b>Flag Supervisor</b>	<ul style="list-style-type: none"> <li>• Leads pledge</li> <li>• Displays flags</li> <li>• Moves flags if needed</li> </ul>
<b>Centers Monitor</b>	<ul style="list-style-type: none"> <li>• Monitors and stocks materials in the centers</li> <li>• Reports supply needs to teacher</li> </ul> <p>Note: This job may be assigned to one person in each center group on a weekly basis</p>
<b>Display Assistant 1, 2</b>	<ul style="list-style-type: none"> <li>• Helps to maintain bulletin boards, visual displays, and work posted in the classroom</li> </ul>
<b>Dictionary Assistant</b>	<ul style="list-style-type: none"> <li>• Distributes dictionaries/lexicons/thesaurus</li> <li>• Presents the Word of the Day to class</li> <li>• Posts the Word of the Day</li> </ul>
<b>Librarian</b>	<ul style="list-style-type: none"> <li>• Manages library materials in the classroom</li> <li>• Reminds members of day and time to return</li> <li>• Reminds members of School Library Class</li> </ul>
<b>Cubby/Closet Locker Monitor</b>	<ul style="list-style-type: none"> <li>• Supervises the area for neatness</li> <li>• Helping others to organize their areas</li> </ul>
<b>Health Officer</b>	<ul style="list-style-type: none"> <li>• Distributes soap or hand sanitizer</li> <li>• Monitors sink area</li> <li>• Request towels when needed</li> </ul>
<b>Weather Reporter</b>	<ul style="list-style-type: none"> <li>• Collects and reports weather during Morning Meeting</li> <li>• Reminds class of weather-related procedures</li> </ul>
<b>Hall Monitor</b>	<ul style="list-style-type: none"> <li>• Offers support and direction when changing locations</li> <li>• Reports any problems to the teacher in charge</li> </ul>

Job Title	Job Guidelines
<p style="text-align: center;"><b>Drink Monitor</b></p>	<ul style="list-style-type: none"> <li>• Monitors and assists members when using the water fountains</li> <li>• Monitors use and storage of water bottles in the classroom</li> </ul>
<p style="text-align: center;"><b>Sports Director 1, 2</b></p>	<ul style="list-style-type: none"> <li>• Organizes, transports, and manages sports equipment used in the classroom and on school grounds</li> <li>• Ensures the equipment is returned to its proper location</li> <li>• Reports losses or needed repairs</li> </ul>

### **Strategies for Teaching Interview skills**

#### **Job Fair Interview (See Task Card)**

- Goal: To allow practice using interview skills
- Preparation: Prepare job descriptions to be role played and a list of appropriate questions for the Interviewer. (Pre-activity - Have learners create questions)
- Directions:
  1. Announce there will be two rounds with each learner being able to play the part of Interviewer and Interviewee.
  2. Pair members and have them decide on who will assume  
Role # 1 - Employer and Role #2 - Interviewee
  3. Select the job for the interview. Assign or select from list.
  4. Allow 3-5 minutes for learners to conduct the interview.
    - a. Introductions are made.
    - b. Employer offers a brief description of the job, then begins to ask the interview questions.
    - c. Interviewee shares about their experience and answers questions about their desire and qualifications for the position.
    - d. Employer ends the interview by thanking them for their time and interest.
  5. Partners switch roles and repeat the process.
  6. After round 2, review the process and discuss challenges and opportunities
- Suggestions:
  1. Discuss possible challenges or difficulties in each job.
  2. Invite parents or other community employers to share what they are looking for in an employee and how they conduct an interview.

## **Common Interview Questions:** (See Task Card)

1. Tell me about yourself. Include qualifications, good work habits, etc.
2. What are your strengths? i.e. communicate clearly, learn quickly, etc.
3. What are your weaknesses? i.e. like to make sure I'm doing a job correctly and will often take more time to recheck my work - not sure if that is strength or weakness
4. What adjectives would you use to describe yourself?
5. Why do you want this job?
6. Why should we give you this job?
7. What about this job appeals to you?
8. What is your ideal work environment - i.e. working alone or in a group? Why?
9. If you come across something you don't understand, what would you do?

## [Sample Interview Questions with Suggested Ways of Answering](#)

### **Fish Bowl Format**

- Goal: To introduce class jobs
- Preparation: Prepare a list of jobs appropriate to the class environment. Give each an important title! (See table of jobs for ideas)
- Directions:
  1. Write the title and a description of the job responsibilities on individual cards. Some jobs may require more than one worker so it will be necessary to create more than one job card.
  2. Place the cards in a bowl, bucket or other creative container.
  3. Have each student select a job card from the container and read it aloud to the class.
  4. Discuss or role play what the duties of the job would look like, and sound like.

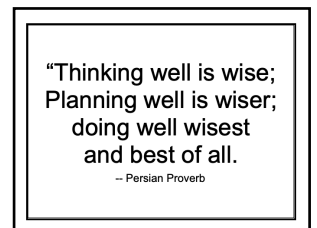
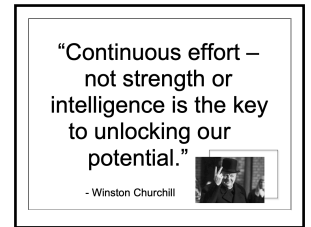
### Suggestions:

1. Begin the introduction of jobs with 4 jobs that rotate daily. In 2-4 weeks, add another 4 and continue to build as appropriate. Display the job list each day with the student name, i.e. on a white board or job poster. As students progress in their job skills, they may act as coaches to help others learn.
2. If skill levels allow, assign jobs for 1 week and at the end of the week the person who will be assuming the job for the next week receives coaching the EXPERT from the current week.
3. Keep a list of jobs and workers with you for easy reference - i.e. on card in pocket or on lanyard.

## Great Expectations' Connections:

### ◆ Printable Quotes:

- **“Happiness lies** in the joy of achievement and the thrill of creative effort.”  
--**Theodore Roosevelt**
- **“Continuous effort**– not strength or intelligence – is the key to unlocking our potential. --**Winston Churchill**
- **“All things are difficult** before they are easy.” --**Thomas Fuller**
- **“Hope is wishing** for a thing to come true. Faith is believing it will come true. Work is making it come true.” --**Dr. Norman Vincent Peale**
- **“A man of words**, and not of deeds, is like a garden full of weeds.”  
--English Proverb
- **“Thinking well is wise**; planning well wiser;  
doing well wise and best of all.”  
—Persian Proverb



### ◆ Life Principle Resources:

Include a definition poster, mind map, QFT Lesson, Literature Lessons, quotes, poetry, videos, and music

[EFFORT](#)

[INTEGRITY](#)

[PERSEVERANCE](#)

[RESPONSIBILITY](#)