

**Unit #1 Title:** Making Connections

**Lesson Title:** Connecting the Dots: Workers and Their Importance      **Lesson:** 3 of 3

**Grade Level:** 2

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

**Missouri Comprehensive Guidance Standard:**  
 CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals

**Grade Level Expectation (GLE):**  
 CD.7.C.02.a.i: Explain the importance of jobs and workers in the community.

**American School Counselor Association National Standard (ASCA):**  
 Career Development:  
 C. Students will understand the relationship between training and the world of work.

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

Pictures of places that depict well kept vs. not well kept; jobs done and not done (CAUTION: Avoid using photos of homes and other personal belongings) Examples might be polluted streams vs. clear streams, littered vs. clean land (clean vs. dirty restaurants)  
 Thank You Letter (Thank You For Helping Our Community!) and pencils  
 Envelopes/Stamps  
 List of names/addresses of community workers (local phone book)  
 Chalkboard

**Show Me Standards: Performance Goals (check one or more that apply)**

X	Goal 1: Gather, analyze and apply information and ideas
X	Goal 2: Communicate effectively within and beyond the classroom
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society

**This lesson supports the development of skills in the following academic content areas.**

	Academic Content Area(s)	Specific Skill(s)
X	Communication Arts	3. Reading and evaluating nonfiction works and material 4. Writing formally and informally
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
	Science	
	Health/Physical Education	
	Fine Arts	

**Enduring Life Skill(s)**

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

**Lesson Assessment (acceptable evidence):**

**Assessment should relate to the performance outcome for goals, objectives and GLE's.**  
**Assessment can be question answer, performance activity, etc.**  
 Work Sample: Each student will write a friendly letter to a community worker expressing appreciation for the work they do and their importance to the community.

**Lesson Preparation**

**Essential Questions:**  
 What would our community look like if there were no people to do the jobs?  
**Engagement (Hook):**  
 Show the class two contrasting pictures. One picture shows a polluted street and one with a clean street. Ask the students if they can name the community worker that is not doing his/her job well.

**Procedures**

<p><b>Instructor Procedures:</b></p> <ol style="list-style-type: none"> <li>1. After the hook, the counselor will instruct students to generate of important jobs in their community. Counselor will write answers on the board,</li> <li>2. Counselor will facilitate a discussion on the importance of each job (listed) to the community. The counselor will erase one job and discuss what would happen if this job didn't exist in the community.</li> <li>3. Counselors will facilitate a discussion of why it is important that all workers know how valuable their work is to the community.</li> <li>4. The counselor will review the elements of friendly letters. Students will write a thank you letter to one of the workers the job list. The letter will also explain why the job is so important to the community.</li> </ol>	<p><b>Student Involvement:</b></p> <ol style="list-style-type: none"> <li>1. Students will list jobs.</li> <li>2. Students will offer ideas.</li> <li>3. Students will participate in discussion.</li> <li>4. Students will choose a worker/job and write a thank you letter.</li> </ol>
---	--

<p>(The counselor may need to lead a discussion about what words of appreciation might be included in a thank you letter.) (See “Thank you for helping our community” Activity Sheet.)</p> <p>5. The counselor will instruct students on how to mail the letter. The counselor will have a phone book in the room for students to look up addresses. An example of how to complete an envelope will be available to the students. Counselor will arrange for postage and for students to put letters into a mailbox.</p>	<p>5. Students will address envelopes. Students will put letters into a U.S. Mailbox.</p>
--	---

**Teacher Follow-Up Activities**

If community workers respond to thank you letters, the teacher will share letters with the class. This would be a good time to invite a postal carrier to talk with students about his or her job.

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



# ***Thank You for Helping Our Community!***

***Thumbs Up to You***

Date: \_\_\_\_\_

Dear \_\_\_\_\_,

Body: We are studying workers and Career Paths. You work as a \_\_\_\_\_

which fits in the \_\_\_\_\_ Career Path. I have observed these workers doing

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

for our community. I want you to know that I appreciate ...

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Thumbs-Up and Thank You for doing your job well.

\_\_\_\_\_  
Student's Name

\_\_\_\_\_  
School

\_\_\_\_\_  
City, State, Zip Code