

Unit #1 Title: What Work Do Adults Do In Our Community?

Lesson Title: All Around the Neighborhood – Part 3 **Lesson 3 of 3**

Grade Level: 2

Length of Lesson: 30 minute

Missouri Comprehensive Guidance Standard:
 CD.8: Knowing Where and How To Obtain Information About The World Of Work And Post-Secondary Training/Education

Grade Level Expectation (GLE):
 CD.8.A.02.a.i: Identify and compare roles and responsibilities of workers within the community.
 CD.8.B.02.a.i: Identify the skills needed by workers in the community.

American School Counselor Association National Standard (ASCA):
 Career Development
 C: Student will understand the relationship between personal qualities, education, training and the world of work.

Materials (include activity sheets and/ or supporting resources)

Activity Sheet: “Worker Silhouettes” completed by each student in Lesson 2.
 Writing paper for narrative description of workers
 Map completed in Lesson 1

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
	Mathematics
X	Social Studies
	Science
	Health/Physical Education
X	Fine Arts
	4. Writing formally and informally
	6. Relationships of the individual and groups to institutions and cultural traditions
	1. Process and techniques for the production, exhibition, or performance of one or more of the visual or performed 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.

Students will illustrate the roles, responsibilities, and skills of community members and write a paragraph that summarizes the importance of those roles, responsibilities, and skills.

Lesson Preparation

Essential Questions:

- What is a role? (Something a person does. For example, the police officer's role is to maintain order and safety.)
- What is a responsibility? (Things that are expected of the person in that role. The police officer's responsibilities are to enforce laws, help people in need, etc.)
- What is a skill? (Skills are specific abilities that a person possesses that help him/her to fulfill responsibilities. The police officer must have communication skills to talk with people, listening skills to listen to what people have to say, writing skills to write tickets and reports, reading skills to read the laws, etc.)

Engagement (Hook):

Arrive in classroom with magnifying glass; search classroom as if looking for clues. Post map created in Lesson 1.

Procedures

Instructor Procedures:

1. Return the completed silhouettes and give writing paper to the students. Tell them that the next step in the investigation of workers is to write descriptions of the community workers.
2. Guide students in writing a brief narrative explaining the importance of this community worker's roles, responsibilities, and skills.
3. In groups of 6 (ideally, each student will represent one Career Path), ask students to verbally present their silhouettes, (Presentation may be to the entire class or to small groups.) Use the community map to help students identify where the workers

Student Involvement:

1. Working independently, students review the characteristics of "their" community worker and prepare to write their narratives.
2. Students will write a narrative including the importance of "their" community worker's role, responsibilities and skills.
3. Students will use a 2-minute (friendly) persuasive argument to introduce the importance of "their" community worker to the class.

<p>work. Consider displaying the map and the silhouettes – using yarn to connect the workers with their work sites.</p> <p>4. When all other activities have been completed, bind the completed Worker Silhouettes and narrative descriptions into a classroom book: “Important Discoveries – The Importance of Workers’ Roles, Responsibilities, and Skills”. Compliment the students on the thoroughness of their investigative work about community workers.</p>	<p>4. Students will work with the students in their small groups to organize their silhouettes and narratives in preparation for binding all silhouettes and narratives into a classroom book.</p>
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Teacher Follow-Up Activities

Work with teachers to post the silhouettes and narrative descriptions. This would be an excellent display for the business and community appreciation day (if the school sponsors such an event – If not, consider initiating one.).

Counselor reflection notes (completed after the lesson)