

<p><b>Unit 1 Title:</b> ME Revisited</p> <p><b>Lesson Title:</b> The Many Roles I Play in My Community <span style="float: right;"><b>Lesson 2 of 2</b></span></p> <p><b>Grade Level:</b> 2</p> <p><b>Length of Lesson:</b> 25-35 minutes</p> <p><b>Missouri Comprehensive School Counseling Big Idea:</b> SE.1 Understanding Self as an Individual and as a Member of Diverse Local and Global Communities</p> <p><b>Grade Level Expectation (GLE):</b> SE.1.B.02 Identify personal roles in the community.</p> <p><b>American School Counselor Association (ASCA) Mindsets &amp; Behaviors:</b> Social/Emotional Development</p>
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**Materials (include activity sheets and/ or supporting resources)**

<p>Chart Paper or SMART Board</p> <p>Markers/Pencils</p> <p>Community Role Web directions</p> <p>Plain paper for student webs</p>
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**Show Me Standards: Performance Goals (check one or more that apply)**

	Goal 1: Gather, analyze and apply information and ideas
X	Goal 2: Communicate effectively within and beyond the classroom 1. Plan and make written, oral, and visual presentations for a variety of purposes and audiences 3. Exchange information, questions, and ideas while recognizing the perspectives of others
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions

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

<b>Academic Content Area(s)</b>		<b>Specific Skill(s)</b>
X	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas
	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
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	Courage	X	Compassion	X	Tolerance
X	Respect		Goal Setting		

**Lesson Measurable Learning Objectives:**

The student will identify at least four community roles they fill.

**Lesson Formative Assessment (acceptable evidence):**

**Assessment should relate to the performance outcome for goals, objectives and GLEs.**  
**Assessment can be question answer, performance activity, etc.**  
 Each student will complete a personal community role web.

**Lesson Preparation**

**Essential Questions:**  
 What roles do people have in the community?

**Engagement (Hook):**  
 Have the teacher or principal join the counselor. The counselor has a large web on chart paper or SMART Board (see directions for student web). The counselor asks the partner, what roles he/she plays in the community. Partner responds with the roles he/she has (father/mother, church member, voter, coach, farmer, Sunday School Teacher, etc.). As the teacher/principal responds, counselor records responses on the chart paper or SMART Board. (If teacher or principal is not available, then the counselor will implement the lesson independently. This will serve as a model for the activity the students will complete.)

**Procedures**

<b>Instructor Procedures/Instructional Strategies:</b>	<b>Student Involvement/Instructional Strategies:</b>
1. Counselor explains that just as the principal/teacher has many roles outside the school walls, the students do as well.	1. Students listen.
2. Counselor breaks the students into cooperative learning groups.	2. Students move to their groups.
3. Counselor has the students brainstorm the roles they play in their community within the cooperative learning groups.	3. Students brainstorm the roles they play in the community.
4. Following the brainstorming, counselor distributes the blank paper. Each student is to draw and complete a personal community role web.	4. Students individually complete their community role web.
5. Counselor directs students to share their webs with their groups and then discuss the feelings and character traits that they	5. Students share their different roles and then discuss the feelings and character traits that they exhibit in these roles.

<p>exhibit in these roles. Counselor moves from group to group listening/coaching the sharing of the students.</p>	
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**Teacher Follow-Up Activities**

Teacher displays student webs in the classroom.

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

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### Directions for Creating Community Role Web

1. In the middle of the paper, draw a person.
2. Draw approximately 6 lines coming from the person in different directions.
3. At the end of each line, draw a horizontal line for written responses.