

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 and Counseling Domain:**

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

Grade Level Standard (GLS):

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 (ASCA) National Standard:

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	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	
X	Fine Arts	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 Measurable Learning Objective:

The student will identify and compare the roles and responsibilities of two workers (jobs) in their community.

The student will identify and compare skills of two workers (jobs) in their community.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLSs . Assessment can be question answer, performance activity, etc.

The student 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:**

How do a person's skills impact his/her roles and responsibilities in the community?

Engagement (Hook):

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

Procedures**Instructor Procedures/Instructional Strategies:**

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 work. Consider displaying the map and the silhouettes – using yarn to connect the

Student Involvement/Instructional Activities:

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.

workers with their work sites.	
4. When all other activities have been completed, bind the completed Worker Silhouettes and narrative descriptions into a classroom book: <i>Important Discoveries – The Importance of Workers’ Roles, Responsibilities, and Skills</i> . Compliment the students on the thoroughness of their investigative work about community workers.	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.

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)

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