

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 and Counseling Domain:**

CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals

Grade Level Standard (GLS):

CD.7.C.02.a.i: Explain the importance of jobs and workers in the community.

American School Counselor Association (ASCA) National Standard:

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 For Helping Our Community! activity sheet

Pencils; Envelopes; Stamps

List of Names/Addresses of Community Workers

Flip Chart, Board, or Other Visual Media

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 Measurable Objectives:

The student will list at least three reasons jobs and workers are important in the 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.

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

| Instructor Procedures/Instructional Strategies: | Student Involvement/Instructional Activities: |
|--|--|
| 1. After the “hook,” the counselor will instruct students to generate a list of important jobs in their community. Counselor will record answers. | 1. Students will list jobs. |
| 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. | 2. Students will offer ideas. |
| 3. Counselors will facilitate a discussion of why it is important that all workers know how valuable their work is to the community. | 3. Students will participate in discussion. |
| 4. The counselor will review the elements of friendly letters. Students will write a thank you letter to one of the workers the | 4. Students will choose a worker/job and write a thank you letter. |

| | |
|---|--|
| <p>job list. The letter will also explain why the job is so important to the community. The counselor may need to lead a discussion about what words of appreciation might be included in a thank you letter. (See <i>Thank You for Helping our Community</i> 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 cost of postage and arrange for mailing letters.</p> | <p>5. Students will address envelopes.</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