

Unit #1 Title: What Work Do Adults Do In Our Community?**Lesson Title:** All Around the Neighborhood – Part 2**Lesson:** 2 of 3**Grade Level:** 2**Length of Lesson:** 30 minutes**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 (GLSs):

CD.8.A.02.a.i: Identify and compare roles and responsibilities of workers within the community.

CD.8.B.01.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 Silhouette*” for each student. Alternative idea: Draw life-size outlines of students and have students work in teams to complete project in # 3 of this lesson.**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	
	Fine Arts	

Enduring Life Skill(s)

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

Missouri Comprehensive Guidance & Counseling Programs:

Linking School Success to Life Success

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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.

Students will illustrate the roles, responsibilities, and skills of community members on a silhouette of a worker and write a paragraph that summarizes the importance of those roles, responsibilities, and skills. The completed silhouettes and paragraphs will be bound in a classroom book.

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. Make comments that suggest you are looking for information about Community Workers. Fumble around a bit and ask students if they can help –guiding them to share the notes they have taken about the world of community workers.

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
<ol style="list-style-type: none"> 1. Motivate students' memories by asking what they remember from the last session you had together. Guide them to remember talking about workers in the community. Continue by saying: "Let's review what we talked about regarding the police officer. What is the role of the police officer? What is the responsibility of the police officer? What would happen if the police officer was not there to do law enforcement work in our community?" 2. Guide the students to begin thinking of the skills of the community workers. (Review with the students what a skill is – see above in the essential questions.) "Let's continue to talk about the police officer. What are the skills that a police officer needs to do the job?" 	<ol style="list-style-type: none"> 1. All students will respond in some way – either by sharing with a partner or by volunteering in the large group. 2. Students respond with skills relevant to police officer's skills.

<p>3. Begin the activity with the students. Say something like: “Each of you will be given a blank silhouette; that silhouette will represent one of our community workers. (Options: 1. let students choose the workers they want to represent, 2. have students use one of the workers they included in the information gathering notebooks, or 3. assign the worker so that a broad range of workers is represented.)</p> <p>Continue by saying “Each of you will be illustrating this worker with the appropriate clothing or uniforms. You will include the roles, responsibilities, and skills that this worker possesses on or around the silhouette. You may use pictures and/or words to represent the roles, responsibilities, and skills of your worker.”</p> <p><i>Note: You may want to have a sample silhouette completed so students will have a visual representation of what they are to do.</i></p> <p>4. Continue by saying “Once again you have done a great job of investigating people and their work. The next time I come back, we will write a description of your worker.” Collect the silhouettes for use during the next session.</p>	<p>3. Students will identify “their” community workers and complete the silhouettes.</p> <p>4. Students return completed silhouettes to the counselor.</p>
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Teacher Follow-Up Activities

Ask teachers to continue to encourage students to gather information and take notes in their *Information Gathering Notebooks*. The teacher may wish to hang the silhouettes up in the classroom.

Counselor reflection notes (completed after the lesson)

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Activity Sheet: Worker Silhouette

