

**Unit #1 Title:** ME Revisited

**Lesson Title:** The Many Roles I Play in My Community

**Lesson** 2 of 2

**Grade Level:** 2

**Length of Lesson:** 25-35 minutes

**Missouri Comprehensive Guidance Standard:**

PS.1: Understanding Self as an Individual and as a Member of Diverse Local and Global Communities

**Grade Level Expectation (GLE):**

PS.1.B.02.a.i: Identify personal roles in the community.

**American School Counselor Association National Standard (ASCA):**

Personal/Social Development

A: Students will acquire the knowledge, attitude and interpersonal skills to help them understand and respect self and others.

**Materials (include activity sheets and/ or supporting resources)**

Chart Paper

Markers

Pencils

Community Roles Web (directions attached)

Plain paper for brainstorming

**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.**

**Academic Content Area(s)**

**Specific Skill(s)**

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	

Missouri Comprehensive Guidance Programs:

Linking School Success to Life Success

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### Enduring Life Skill(s)

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

### Lesson Assessment (acceptable evidence):

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 (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. (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

#### Instructor Procedures:

1. Counselor and teacher or principal demonstrate roles in the community by completing a web chart. The counselor thanks the teacher or principal for participating.
2. Counselor explains that just as the principal/teacher has many roles outside the school walls, the students do as well.
3. Counselor breaks the students into cooperative learning groups.
4. Counselor has the student brainstorm, within the cooperative learning groups, the roles they play in their community.
5. Following the brainstorming, counselor distributes the blank paper. Each student is to draw and complete a personal community role web.

#### Student Involvement:

1. Students show appreciation. (applauding or other appropriate response)
2. Students listen.
3. Students move to their groups.
4. Students brainstorm the roles they play in the community and record the responses of the group on chart or construction paper.
5. Student completes their community role web.

## Teacher Follow-Up Activities

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

### 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.