

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

Mississippi College and Career Readiness Standard:
W.2.2, W.2.5, W.2.8, SL.2.1, SL.2.1b, SL.2.3, SL.2.4, SL.2.6, L.2.1, L.2.2, L.2.3, L.2.6

American School Counselor Association (ASCA) Mindsets and Behaviors:
B-LS.9
B-SMS.1
B-SS.5, B-SS.8, B-SS.9

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 include: polluted streams vs. clear streams, littered vs. clean land, or 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

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 and objectives.

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 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:
<ol style="list-style-type: none"> 1. After the “hook,” the counselor instructs students to generate a list of important jobs in their community. Counselor records answers. 2. Counselor facilitates a discussion on the importance of each job (listed) to the community. The counselor erases one job and discusses what would happen if this job didn’t exist in the community. 3. Counselor facilitates a discussion of why it is important that all workers know how valuable their work is to the community. 4. The counselor reviews the elements of friendly letters. Students write a thank you letter to one of the workers in the job list. The letter explains 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 Activity Sheet</i>.) 5. The counselor instructs students on how to mail the letter. The counselor has a phone book in the room for students to look up addresses. An example of how to complete an envelope is available to the students. Counselor arranges for cost of postage and mailing letters. 	<ol style="list-style-type: none"> 1. Students list jobs. 2. Students offer ideas. 3. Students participate in discussion. 4. Students choose a worker/job and write a thank you letter. 5. Students address envelopes.

Teacher Follow-Up Activities

<p>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.</p>

Counselor reflection notes (completed after the lesson)

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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