

Unit #2 Title: What Work Do Adults Do In Our Community?

Lesson Title: All Around the Neighborhood – Part 1

Lesson: 1 of 3

Grade Level: 2

Length of Lesson: 30 minutes

MS College and Career Readiness Standards:

W.2.2, W.2.5, W.2.8, SL.2.1, SL.2.1A, SL.2.1B, SL.2.2, SL.2.3, SL.2.4, SL.2.6, L.2.1

American School Counselor Association (ASCA) National Standard:

M 2, M 5, M 6

B-LS.1, B-LS.3, B-LS.4, B-LS.9

B-SS.1, B-SS.6, B-SS.9

Materials (include activity sheets and/ or supporting resources)

Map and/or outline of community (This map may be made by the counselor with generic looking stores for the businesses or a map may be obtained from a local agency such as a visitor center or the Chamber of Commerce or downloaded from the internet.)

What Adults Do at Work: Information Gathering Notebook Activity Sheets—copies for each student—they will make booklet.

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

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 and objectives.

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):

Show the map of the businesses in the local community. (Note: The definition of community will depend upon your local area and the mobility of families. For example, rural community may require families to travel to businesses and shopping areas in different parts of the county; families in a suburban area may be able to do business and shop in their town; and urban families may rely on public transportation for mobility.)

Procedures**Instructor Procedures/Instructional Strategies:**

1. Post the map where all students can see it. Tell the students that they will be investigating what the people do when they go to work in the community. Say, "Today, we are going to start by thinking of all the workers we can in our local community." As the students brainstorm the list of possible workers, record them on the map.
2. Guide the students to think about the roles of community workers. Say, "Let's choose one of these people to talk about for a little bit. What is the role of the police officer?"
3. Guide students to think about the responsibilities of community workers. Say, "Let's continue to talk about the police officer. What are the responsibilities of a police officer?"
4. The counselor then says, "Let's think about what would happen if we did not have police officers working in the community. Would we be able to get along without someone doing the work?" Relate this to the importance of all workers doing their jobs and doing them well.

Note: Two important concepts are emerging as a part of students' enduring understanding, "The importance of all work and the importance of all workers doing their jobs responsibly."

5. Hand out *What Adults Do at Work: Information Gathering Notebook Activity Sheet*. Demonstrate for students how to put notebook together.
6. Close lesson by asking students to investigate the work people do in the community. Introduce the idea of taking notes by asking them to write words about the workers they see in their information gathering notebooks. Tell students that you will be anxious to learn from their investigations and information gathering, and will be eager to see their notes during the next lesson. Ask several students to tell you what they will be doing between now and their next guidance lesson.

Student Involvement/Instructional Activities:

1. Students verbally brainstorm about careers related to the businesses in the local community. Some possible answers include: grocery store clerk, gas station attendant, chef, food server, police officer, fire fighter, hair stylist, physician, nurse, postal worker.
2. Students respond that the role of the police officer is to keep people safe and to maintain order in the community.
3. Students respond with the police officer's responsibilities.
4. Students respond with their ideas.
5. Students construct their information gathering notebooks.
6. Students volunteer and identify at least one community worker about whom they will make notes to remember important ideas.

Teacher Follow-Up Activities

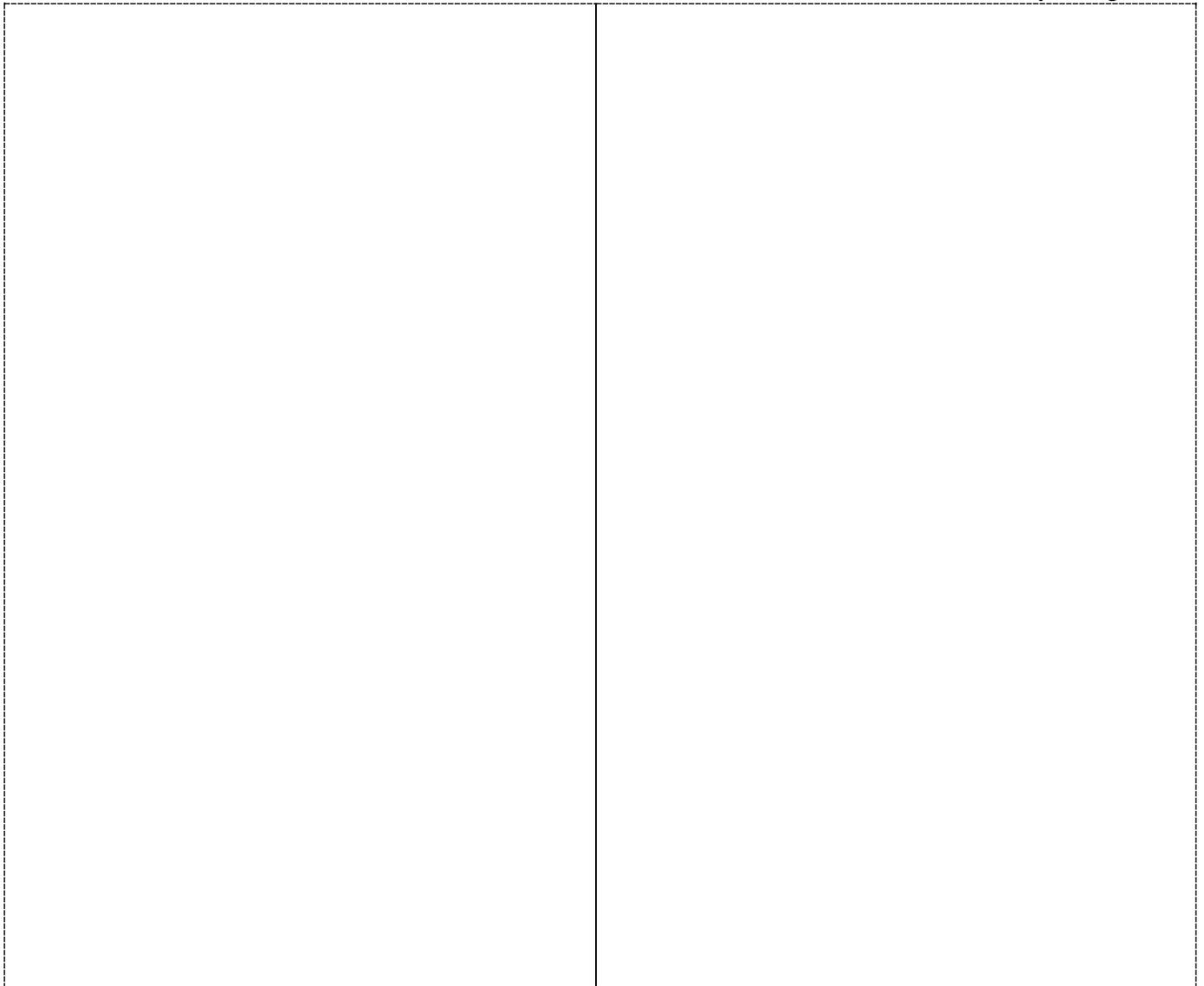
Ask classroom teacher to follow-through by reminding students to write information they have gathered in their *Information Gathering Notebooks* and to have the notebooks for use during the next classroom guidance lesson.

Counselor reflection notes (completed after the lesson)

Back cover

What Adults Do at Work: Information Gathering Notebook

This notebook belongs to:



Cut on dotted lines; fold on solid lines