

**Unit #2 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

**Mississippi College and Career Readiness Standard:**

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, L 2.6

**American School Counselor Association (ASCA) Mindsets and Behaviors:**

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  
 B-SMS.1, B-SMS.3

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

*Worker Silhouette Activity Sheet* 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.

**Enduring Life Skill(s)**

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

**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 and objectives.**  
**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 are to 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, and 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 and guide them to share the notes they have taken about the world of community workers.

**Procedures****Instructor Procedures/Instructional Strategies:**

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?"
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. (Option 1: Let students choose the workers they want to represent. Option 2: Have students use one of the workers they included in the information gathering notebooks. Option 3: Assign the worker so that a broad range of workers is represented.)

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."

*Note: You may want to have a sample silhouette completed so students will have a visual representation of what they are to do.*

**Student Involvement/Instructional Activities:**

1. All students 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.
3. Students identify their community workers and complete the silhouettes.



**Activity Sheet: Worker Silhouette**

