

Pre- and Post-Visit Activities: Community Workers: Whose Hat is That?



Explore • Experience • Engage

Overview:

These activities, which support the Staten Island Museum's lesson "Community Workers: Whose Hat is That?," introduces students to the various jobs found in our community.

Three components:

1. **Background:** Information about community workers to prepare yourself and your students for your trip to the Staten Island Museum.
2. **Pre-Visit Activity:** Before your visit, conduct a read aloud about community workers (see suggested titles below). After the reading, have students write two or more sentences and draw a picture about their favorite community worker OR have a whole class discussion about community workers.
3. **Post-Visit Activity:** Invite a local community worker to visit your class. Have students write questions they have about what it is like to be a community worker.

Materials:

1. Background information for teachers.
2. Read aloud books (see suggestions below).
3. Graphic organizers.

Background Information:

When you hear the words 'community helpers' or 'community workers,' you may think of police, nurses, and postal workers. To think of the terms more broadly, a community helper/worker can be defined as any person who helps with our health and overall well-being. Community helpers/workers include dentists, doctors, construction workers, even grocery store workers! It actually includes most jobs.

Vocabulary:

- **Dentist:** a person licensed to care and treat specifically the mouth.
- **Doctor:** a person licensed to care for or treat people or animals, such as a physician, dentist, or veterinarian.
- **Firefighter:** someone who fights fires, either for pay or as a volunteer.
- **Architect:** one who designs buildings and oversees their construction.
- **Librarian:** a person trained to work in a library, or who maintains a particular collection of books.
- **Barber:** a person whose business is to shave, trim, or style hair and beards.
- **Police officer:** an agent of a department of a town, city, or state government that has the authority of enforcing laws, investigating crimes, and maintaining order.
- **Secretary:** a person who works for a business or individual at such tasks as typing, filing and managing correspondence.
- **Teacher:** one who helps others learn information that they (the learners) have not yet mastered.
- **Waiter or Waitress:** a person employed to wait on customers, especially in a restaurant or café

Before Your Visit:

Conduct a read aloud.

Suggested books:

- "Clothesline Clues to Jobs People Do" by Kathryn Heling and Deborah Hembrook
- "Community Helpers A to Z" by Bobbie Kalman
- "Let's Meet a Doctor" by Bridget Heos
- "Let's Meet a Firefighter" by Gina Bellisario
- "Let's Meet a Police Officer" by Gina Bellisario
- "You're a Community Helper" by Karen Bryant-Mole

After the reading, have each student write two sentences or more about their favorite community helper/worker OR have a whole class discussion about community helpers/workers.

After Your Visit:

Invite a firefighter, police officer, paramedic, or other community helper/worker to visit the class and talk to your students. Before the interview, have children think of questions to ask. What does the community helper do? What is his or her typical day like? What kind of education did the community helper receive? How did they train to be in their position? Have the community helper discuss his or her role in the community and suggest ways for your students to get involved.

Name: _____

Date: _____



Who is your favorite community worker and why?

Draw a picture of your favorite community worker.

A large, empty rectangular box with a thin black border, intended for drawing a picture of a favorite community worker.

Name: _____

Date: _____



You are going to meet a community worker! What questions do you have for him/her?
