

Jobs in My Community

Topic(s):

Graphing, comparing numbers (more/less)

Grade Level:

Prekindergarten (4-year-olds)

Approx. Time Required:

30 minutes

Learning Objectives:

Students will be able to:

- Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group.
- Organize information into similar groups.

Introduction

The 2020 Census Statistics in Schools (SIS) program is designed to educate students about the decennial census and to teach them educational concepts and skills, such as data literacy, through use of census data in the classroom. Responding to the census helps your community get its fair share of funding. Census data guides how more than \$675 billion in federal funding is distributed to states and communities each year. These funds support vital community programs that help children, such as schools, hospitals, housing, and food assistance. By educating students about the 2020 Census, you can help encourage a complete count.

About the 2020 Census

In addition to the information that is built into the instructions for this activity, the following points provide an easy, grade-appropriate way to explain the census to your students.

- Every 10 years, everyone living in the United States gets counted. It's called the census.
- It is important that every person be counted, so that all communities have enough money for things like roads and parks.
- Make sure a grownup in your home counts you in the 2020 Census.



Materials Required

- Printed student worksheets
- Chart paper or a whiteboard with “Which job would you like to have?” at the top
- A writing utensil

Worksheet Description

This worksheet introduces students to businesses in their community and the types of jobs those businesses create.

Before the Activity—10 Minutes

1. Introduce examples of jobs people in your community have, such as teachers, librarians, bus drivers, pet store owners, or toy shop owners. Engage students in a discussion about these jobs, using questions such as, “Have you ever been to a grocery store/toy store/pet store?” and “Have you ever been to a library or ridden on a bus?” and “What jobs do people do at these places?”
2. Tell students that a group called the Census Bureau finds out information like this. It asks people what their jobs are, how old they are, whether they are a boy or a girl, and other questions. There is a count coming soon of all the people in the United States called the 2020 Census.
3. Explain that counting people helps us find out how many people live in different places, so we know how much money these places need for things like parks and roads and hospitals. That’s why it’s important that we are all counted in the census!
4. Next, lead the class in counting each student one by one, out loud as a class. Write the total number of students in the class on the board for all students to see.

During the Activity—15 Minutes

1. Ask students, “What kind of job do you want to have when you grow up?” Let students think for a few seconds and then have them share out loud what they’d like to be.
2. Now ask students to think about community jobs and pick a job such as a teacher, firefighter, bus driver, doctor, or another job. Tell students a community is a group of people who live or work in the same area. Then ask them, “Which job would you like to have?” Go around the class one student at a time so that each student can say which of these jobs they would like to have. Record the answers on the chart paper or board at the front of the room.



3. Count the total number of students who would like each job and record the numbers on the board or chart paper.
4. Ask students, “Which job did most of the class choose?” and “Which job did the fewest number of students choose?” Then direct students to draw a picture of the type of job they would MOST like to have when they grow up on their student worksheet.

After the Activity—5 Minutes

Tell students, “Today we learned about the different jobs that people have. We also learned about the census. The census counts people, just like we did today. But the census counts **everyone** across the **whole** country. Counting all those people helps us find out how much money schools need for computers and how many parks a community like ours needs. That’s why it’s important to be counted in the census!”

Home Extension

Teachers, please read the instructions for the students’ homework assignment out loud to the class:

Take your student worksheet home and share it with an adult in your home. Tell them which job you would like to have when you grow up, and show them the picture you drew in class.