|  |  |
| --- | --- |
| **TEXAS CTE LESSON PLAN**  [www.txcte.org](http://www.txcte.org) | |
| **Lesson Identification and TEKS Addressed** | |
| **Career Cluster** | Career Development |
| **Course Name** | Investigating Careers |
| **Lesson/Unit Title** | Can You Lend a Helping Hand? |
| **TEKS Student Expectations** | **127.2. Knowledge and Skills.**  (3) The student investigates the professional skills needed for college and career success. The student is expected to:  (E) recognize the value of community service and volunteerism. |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | **Students will:**   * Recognize the value of service learning * Develop skills to identify, plan and implement service-learning activities with other students and community partners to address local and global issues * Use technology to research service learning projects and models * Implement the plans, document, assess, and reflect on a service learning experience |
| **Rationale** | This lesson will focus on service learning and volunteering. Does anyone currently volunteer? What do you do? How does it help others? If you’ve never been involved in service learning or volunteered your time for a worthy cause, would you consider it? Have you ever benefited because someone was willing to volunteer? Maybe at a school carnival, a festival in your community? Why should we volunteer? |
| **Duration of Lesson** | Three 45-minute class periods plus additional class time to carry out service learning projects |
| **Word Wall/Key Vocabulary**  *(ELPS c1a,c,f; c2b; c3a,b,d; c4c; c5b) PDAS II(5)* | **Citizenship:** The state of being vested with the rights, privileges, and duties of a citizen  **Civic Duty:** The responsibilities of a citizen  **Community Service:** Voluntary work, intended to be for the common good, usually done as part of an organized scheme  **Communication:** The imparting or interchange of thoughts, opinions, or information by speech, writing, or signs  **Community:** A social group of any size whose members reside in a specific locality, share government, and often have a common cultural and historical heritage  **Interpersonal Communication:** Includes message sending and message reception between two or more individuals. This can include all aspects of communication such as listening, persuading, asserting, nonverbal communication, and more  **Neighborhood Community:** A district or locality, often with reference to its character or inhabitants that perceive itself as a district within itself  **School Community:** A social group sharing an education community and perceived or perceiving itself as distinct in some respect from the larger society within which it exists  **Service:** The act of a helpful activity  **Evaluate:** To determine the significance, worth, or condition of usually by careful appraisal and study  **Reflect:** Think carefully about what has been or could be done and about the consequences and implications of actions  **Service Learning:** A method of teaching and learning: changes lives by engaging students; provides relevant hands-on service for schools and communities; gives students the opportunity to gain and apply valuable knowledge and skills related to classroom studies  **Volunteer:** Person who performs a service willingly and without pay |
| **Materials/Specialized Equipment Needed** | **Equipment:**   * Computer with projector for multimedia presentation * A Smart Board or Dry Erase board to complete graphic organizer * Computer and Internet access for each student   **Materials:**   * Camera * Board/flip chart and markers * Large sheets of paper * Magazines, newspapers, other research materials * Materials will vary by what project your class decides to participate in * Paper/card stock to print quotes * Posters from different agencies to be displayed throughout the room:   + - American Red Cross/American Cancer Society     - Homeless shelter     - Local food banks     - Recycling center     - Senior citizen centers     - Local hospice providers     - Other local organization * Copies of handouts   **PowerPoint:**   * Can You Lend a Helping Hand?   **Graphic Organizers:**   * How People Communicate with Each Other * KWL Chart – Service Learning * KWL Chart – Service Learning Project (specific) * Note taking – Can You Lend a Helping Hand * The Perfect Service Learner   **Handouts:**   * 30 Service Learning Quotes * 90 Second Speech Planner * Sample Service Learning Projects – Education and Training * Sample Service Learning Projects – Hospitality and Tourism * Sample Service Learning Projects – Human Services * Service Learning Log * Service Learning Rubric * Word Cloud – Service Learning |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | **Before class begins:**   * The day before this lesson, select a student and ask him/her to “accidentally” drop all of his/her books and classroom supplies onto the floor as he/she walks into the classroom. Instruct the student to come into the class immediately before the tardy bell rings so that all of your class will be present to observe.   In addition:   * Locate a YouTube video such as Service Learning Project Ideas<http://youtu.be/5ZXoIIWSCtE>  and have it running as students walk into the classroom. * Gather or make visuals. Create a gallery of service learning opportunities by posting names or posters from different agencies throughout the classroom. Local newspapers also provide information about problems or issues in the community.   Examples:   * American cancer society * American red cross * Local food bank * Local homeless shelters * Recycling center * Senior citizen centers * Local hospice providers * Other local organization * Your school (image)   As students enter the classroom, allow them to examine the service learning materials that you have placed in the classroom. Wait for the previously selected student to “make a grand entrance.”  As the selected student drops the supplies, immediately make your way to the student, and assist with picking up items and helping student get re-situated. Other students may have also stopped were assisting the student.  Ask the following questions:   * How do you think … felt when he/she dropped his/her supplies?   + Possible responses may include: upset, helpless, embarrassed, humiliated, stressed, sad * How do you think … felt when I came to help?   + Possible responses: relieved, thankful, supported, less embarrassed, or stressed. * Did I (the teacher) have to help? Did … have to help? * Why do you think I helped? * I made the decision to help, in essence, I “VOLUNTEERED” to help ... because … needed help, and I noticed his /her need and offered my assistance because it was the right thing to do.   Is anyone in this room familiar with the term “SERVICE LEARNING?” Write the words on the board.  It involves volunteering our time, effort, and skills, but it also addresses what we are learning in our classroom.  Allow students to brainstorm and identify several school or community needs. Create a list based on their ideas and post in a visible location of the classroom. This list will be re-visited during Independent Practice.  Guiding questions may include:   * What needs do you see in our school? * What needs do you see in our community? * What is ... (name of an organization)? * What services do they provide for our community?   Have class members share a service learning project they have participated in. Discuss the correlation between effective communication skills and a successful service learning project.  Distribute KWL Chart – Service Learning and instruct students to complete the K and W columns. The L column will be completed once the service learning project has ended.  Note: An additional KWL Chart, entitled KWL Chart Service Learning Project has been included to be used with each SPECIFIC Service Learning Project selected.  Optional Activities:   * Distribute How People Communicate with Each Other handout to be completed with a partner. Discuss findings.   Distribute ‘The Perfect Service Learner’ and allow students to write in terms that describe the qualities of a perfect service learner. The silhouettes may be cut out and displayed on the classroom walls or hallway, if allowed. |
| **Direct Instruction \*** | **Before class begins:**  Familiarize yourself with all aspects of this lesson. You may choose to select a different service learning model or process other than the one included in the slide presentation.  Regardless of the wording, make sure the plan contains the following:   * Investigation: Allows students to examine what they already know and what they will need to learn in order to meet the community needs. * Preparation/Planning: Identify specific learning goals and what students will need to study to reach them. * Action: How will students apply the new knowledge and skills? * Reflection: Reflection is important because it allows students to tie the service with learning. It allows them to respond to: “How I changed because of what I learned …” * Demonstration/Celebration: Allows students to show and share what they learned.   Introduce lesson objectives, terms, and definitions.  Distribute handout Note taking – Can You Lend a Helping Hand? Instruct students to take notes during upcoming slide presentation.  Introduce slide presentation Can You Lend a Helping Hand? Allow time for questions, and class discussion throughout the presentation. Focus on the needs of each group noted in the slide presentation.  Throughout this lesson many opportunities are provided for the students to observe, discuss, and respond. Student leadership and youth voice are critical components of service learning.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * providing students with copies of slide show presentation notes * placing students in groups with peer tutors who will include all group members in discussions and other group activities |
| **Guided Practice \*** | **Before class begins:**  Print and cut out 30 Service Learning Quotes.  Distribute a service learning quote to each student as they enter the classroom. Instruct students to individually read their quote and then find a partner. Each partner will take turns reading their quote and share personal thoughts about their quote. Students will then exchange quotes and select a new partner. Have students continue changing partners, reading, sharing, and trading quotes. Allow activity to last for 5 minutes. Teacher will call time at one-minute intervals.  Use a timer or <http://www.stopwatch.com> to assist with keeping time.  When the five minutes are up, instruct students to read and think about the quote that remained in their possession. Encourage several students to share their thoughts with the class.  Ask students for words or descriptions that came to mind when they were reading the quotes and participating in the previous activity. List the words on the board or a flip chart. Ask students to think about themes or patterns in the words on the list.  Collect quotes for future use.  Note: Some of the previous activities were developed by international service-learning consultant and author, Cathryn Berger Kaye and have been incorporated with her permission.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * allowing students to work with a partner or team * providing a paper copy of one of the projects * reading and summarizing the information into three main points * allow students to work with a peer tutor as a reading partner and answer the questions orally |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | Teacher Notes:  Your role in service learning is that of facilitator. Assist by recommending resources, but force (strongly encourage) them to collaborate and make decisions. By doing so, you will empower your students with these vital 21st Century Skills. It is important for students to express their youth voice and lead the project themselves.  Actual service learning projects may take longer than five days. Students can continue to work on the projects on a flexible time schedule. This can be done as a class or with smaller groups of students.  For YOUR convenience, three reference documents for three clusters have been included: Sample Service Learning Projects – Education and Training Sample Service Learning Projects – Hospitality and Tourism Sample Service Learning Projects – Human Services  Inform students that in this segment of the lesson, THEY will plan and implement a service-learning activity.  *Activity for Selecting a Service Learning Project:*  Use the Think, Pair, Share strategy to assist class in determining their service learning project. As a class, have students revisit the list of school and community needs they created during Guided Practice.  After discussing different options on the list, allow students three minutes to individually write down as many community service learning ideas as they can. Have students rank the top five ideas on their list 1, 2, 3, 4, 5, with number one being their top choice.  Have students pair up with a partner and each share their top five (5) service learning ideas. After the pairs have shared their ideas, have them select the best three ideas between the two of them. Allow a three (3) minute discussion for this activity. Call time.  Have students pair with a different partner for three additional minutes to share the remaining ideas. Call time and have students return to their assigned seats.  Appoint a recorder. Have team members take turns volunteering their service learning ideas. Recorder will write out all ideas on the board or a sheet of butcher paper.  Do a Think-Pair-Share with pros and cons of the three (3) ideas selected. After a discussion, the class will vote on the service learning project they will complete.  Once a project is selected, distribute KWL Chart – Service Learning Project and instruct students to complete the K and W columns. The L column will be completed once the service learning project has ended.  **Teacher Script:**  By participating in the actual service learning project that this class has decided on, we are going to be taking learning outside of the classroom. You will each experience the act of serving out in the real world.  Example: Students select to:   * assist the homeless in their community by sponsoring a food drive at school * donating the collected goods to the local food bank * physically helping out at the local food bank   Once a project has been selected, distribute Service Learning Rubric so that students will understand how the project will be assessed. The rubric should be modified to meet your students’ needs.  Students will practice their communication and develop their service learning skills by:   * designating, assigning, and accepting roles and responsibilities for the project * developing a list of needed materials and other resources * conducting research on the services provided by the local food bank * identifying whether their project idea will meet the needs of the community * contacting the general manager of the local food bank to discuss service learning project and opportunity to assist at the food bank facility * requesting campus and parental permission and making necessary arrangements with school officials regarding off campus service learning project * requesting approval from district officials to participate in project * determining a timeline for project * identifying costs involved * determine and organize * determine and implement marketing strategies (create posters, announcements, flyers) * developing a plan for collecting, storing, and delivering of canned foods * research location/distance between food bank and school * transportation needs * schedule the delivery trip * deliver all the canned foods collected   One student should be assigned to take pictures throughout the course of the activity.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * providing students with a community need or concern * allowing students to complete a reduced number of planning steps * allowing students to respond orally instead of in writing * working with a partner or a team |
| **Lesson Closure** | Review lesson objectives, terms, and definitions.  Complete the final column of the KWL Chart – Service Learning.  After an actual service project:   * What was the identified need? * What did we do to fill that need? * Make a list on the board of all of the pros and cons of the selected service learning project. * How could we improve our project, our performance?   Enrichment:  In order to determine the response to and quality of the overall project, solicit feedback in the form of a survey from the individuals/organization that was/were served. As a class, create a list of questions that could be included in this survey, asking what could have been done to make this project/event even better for the future. Once survey has been completed, proofed, and edited, send out to participants in a mail or email. |
| **Summative/End of Lesson Assessment \*** | Actual Service Project will be assessed with appropriate rubric.  Have students write a personal reflection on what they learned about or from the service learning experience and how this knowledge will help them in the future. They may refer back to questions and answers from discussion during lesson closure.  When applicable, discuss the replies from the surveys that were returned by the individuals/organization that was served.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * allowing students to work with a partner * providing student with a list of guiding questions to choose from * allowing student to complete a limited number of questions * allowing students to reflect orally * grading according to work done * providing praise and encouragement |
| **References/Resources/**  **Teacher Preparation** | **Books:**   * Kaye, C. B. (2010). *The complete guide to service learning.* Free Spirit Publishing. * Silverstein, Shel *The Giving Tree* * Mortenson, Greg and Roth, Susan L. *Listen to the Wind: The Story of Dr. Greg and Three Cups of Tea* * Mortenson, Gred and Relin, David Oliver *Three Cups of Tea: The Young Adult Version*   **Websites:**   * Do Something Good Harnesses teen energy and unleashes it on causes teens care about.<http://www.dosomething.org/> * Good Character Character Education Resources<http://www.goodcharacter.com/SERVICE/service.html> * ProTeacher Service Learning Project Ideas<http://www.proteacher.org/c/868_Service_Leaning_Projects.html> * Service Learning A website with information on service-learning and information on the LEADERS model of service learning. [www.servicelearning.org](http://www.servicelearning.org) * The Corporation for National and Community Service is a federal agency that engages more than five million Americans in service through Senior Corps, AmeriCorps, and Learn and Serve America, and leads President Obama’s national call to service initiative, United We Serve. <http://www.nationalservice.gov> * Volunteer Match Find a Great Place to Volunteer<http://www.volunteermatch.org/> * Youth Service America  Provides resources and funding for service learning. Students can register their projects.<http://ysa.org/>   **YouTube Videos:**   * Why Volunteer? An inspirational movie for volunteers<http://youtu.be/dkHbQrlQ7yE> |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** | * Word wall * Draw visual representations of terms on word wall * Add terms and definitions to personal dictionary * Utilize four corners vocabulary/ word wall activity * <http://www.learnerdictionary.com> for pronunciation and meaning of terms |
| **College and Career Readiness Connection[[1]](#footnote-1)** |  |
| **Recommended Strategies** | |
| **Reading Strategies** | * Incorporate current events- Students can explore articles about the benefits of volunteering and community service in newspapers, magazines, or the Internet. * Encourage students to connect reading to their life experiences or prior knowledge. * Word Attack Strategies. Prior to reading, allow students to skim the passage or text, circling words that are unfamiliar to them. Once these words are decoded (glossary, dictionary, dictionary.com, classroom discussion) students will have a better understanding of the pronunciation and meaning of the unfamiliar word(s), facilitating comprehension. |
| **Quotes** | We are prone to judge success by the index of our salaries or the size of our automobiles, rather than by the quality of our service relationship to humanity. **-Martin Luther King, Jr.**  You make a living by what you get. You make a life by what you give. **- Winston Churchill**  The best way to find yourself is to lose yourself in the service of others. **- Gandhi** |
| **Writing Strategies**  **Journal Entries + 1 Additional Writing Strategy** | **Journal Entries:**   * If I could solve one problem in the world, it would be … * Describe an experience when you helped someone. * Describe an experience when someone helped you. * The difference between service-learning and community service is … * I can make a difference because … |
| **Communication**  **90 Second Speech Topics** | * Serving my community is important because … * I will continue to serve because … |
|  | |
| **Enrichment Activity**  (e.g., homework assignment) | * In order to determine the response to and quality of the overall project, solicit feedback in the form of a survey from the individuals/organization that was/were served. As a class, create a list of questions that could be included in this survey, asking what could have been done to make this project/event even better for the future. Once survey has been completed, proofed, and edited, mail or email to participants. |
| **Family/Community Connection** | * Create a video documenting your service learning project. Take pictures/video that demonstrate each step of the process. Use the video to teach parents, teachers, and other students about service learning. |
| **CTSO connection(s)** | Family, Career, and Community Leaders of America (FCCLA)<http://texasfccla.org>   * The FCCLA Community Service program guides students to develop, plan, carry out, and evaluate projects that improve the quality of life in their communities. Community Service helps young people build skills for family, career, and community roles; provides youth-centered learning experiences related to Family and Consumer Sciences education; and encourages young people to develop the positive character traits of trustworthiness, respect, responsibility, fairness, caring, and citizenship. |
| **Service Learning Projects** | Successful service learning project ideas originate from student concerns or needs. Allow students to brainstorm about service projects pertaining to the lesson. For additional information on service learning visit:  <http://www.nylc.org/> |

1. Visit the Texas College and Career Readiness Standards at <http://www.thecb.state.tx.us/collegereadiness/CRS.pdf>, Texas Higher Education Coordinating Board (THECB), 2009. [↑](#footnote-ref-1)