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| **TEXAS CTE LESSON PLAN**  [www.txcte.org](http://www.txcte.org) | |
| **Lesson Identification and TEKS Addressed** | |
| **Career Cluster** | Human Services |
| **Course Name** | Family and Community Services |
| **Lesson/Unit Title** | What’s Next? Future Trends in Family and Community Services |
| **TEKS Student Expectations** | **130.279. (c) Knowledge and Skills**  (2) The student explores careers in family and community services. The student is expected to:  (A) research family and community services such as agencies, organizations, and faith-based services;  (B) investigate career options available that focus on families and communities;  (C) analyze demographics that may affect community needs;  (D) analyze future trends in family and community services; and  (E) analyze the role socialization plays in human development and behavior. |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | Students will:   * Identify volunteer groups * Evaluate professional publications * Define socialization * Investigate how socialization plays a role in human development |
| **Rationale** | Not only is volunteering a good thing for communities, but it is also good for you. Let’s find out who is volunteering, the benefits of volunteering, future trends of service and how volunteering may lead to employment. |
| **Duration of Lesson** | Four 45-minute class periods |
| **Word Wall/Key Vocabulary**  *(ELPS c1a,c,f; c2b; c3a,b,d; c4c; c5b) PDAS II(5)* | **Baby boomer:** Individuals born between 1946 and 1964  **Generation X:** Individuals born between 1965 and 1981  **Millennials:** Individuals born in 1982 and after  **Silent generation:** Individuals born between 1931 and 1945  **Socialization:** A continuing process whereby an individual acquires a personal identity and learns the norms, values, behavior, and social skills appropriate to his or her social position  **Trend:** A general direction in which something is developing or changing  **Volunteer:** A person who freely offers to take part in an enterprise or undertake a task |
| **Materials/Specialized Equipment Needed** | **Equipment:**   * Computer with projector for PowerPoint presentations and for student use * Computer lab with Internet access (be sure to follow district guidelines) * Light projector (Elmo)   **Materials:**   * Basket * Cardstock * Images of:   + Children – disabled, poor, unhealthy   + Disasters – fires, floods, hurricanes, tornadoes   + Veterans – ill, unemployed * Copies of handouts   **PowerPoint:**   * What’s Next? Future Trends in Family and Community Services   **Technology:**   * Free iPad App: * Volunteer Finder Helps you locate nearby volunteer opportunities in three easy steps<https://itunes.apple.com/us/app/volunteer-finder/id390547376?mt=8>   **Graphic Organizers:**   * Article STOP and JOT * Building Blocks Graphic Organizer * Information Wheel * Ladder of Information * Who Are the Volunteers? * Who Are the Volunteers? (Key)   **Handouts:**   * Note-Taking – What’s Next? Future Trends in Family and Community Services * Note-taking Organizer * Reading Strategies * Rubric for Foldable Organizer on the Health Benefits of Volunteering * The Health Benefits of Volunteering |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | **Before class begins:**  Display as many of the items as you have available from the Materials/Specialized Equipment Needed tab on a table in front of the classroom.  As students view the images of the children, disasters, and veterans, ask them who are the volunteers that will help in the time of need? Allow them time to answer.  Distribute the graphic organizer Who Are the Volunteers? and instruct the students to complete the sections with the age groups as you place the key on the light projector.  Remind students that volunteering generally does not begin until after the age of 16.  Ask students the following questions:   * Are you familiar with these age groups? * Which age group do you think volunteers the most? * Which age group volunteers the most hours? * Which age group has the highest volunteer rates? * What do you think each age group has to offer?   For answers to the volunteer questions, see:<http://www.volunteeringinamerica.gov/rankings.cfm>  Other key words may be added to each age group to describe them. |
| **Direct Instruction \*** | Introduce lesson objectives, terms, and definitions.  Distribute the handout Note-Taking – What’s Next? Future Trends in Family and Community Service so that students may take notes during slide presentation.  Introduce PowerPoint What’s Next? Future Trends in Family and Community Services and lead a discussion about volunteering trends in America.  View YouTube video:  National Service Works for America This video explores three communities where CNCS, its grants and volunteer programs, have made a significant impact.<http://youtu.be/3C8uzT6IodU?list=PLZ54wDoDlX7cAjIze5irZH_5C6oi8Oa-M>  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * checking for understanding * providing a copy of the slide presentation notes |
| **Guided Practice \*** | Divide the class into subgroups of two students.  Distribute the handout Reading Strategies and explain to the students that they are to evaluate a family and community services publication using a chosen reading strategy.  Instruct students to log into:   * Trends in Volunteering and Civic Life<http://www.nationalservice.gov/impact-our-nation/research-and-reports>   + Volunteering as a Pathway to Employment   + Volunteering and Civic Life in America 2013   + Volunteering in America 2011 (Fact Sheet)   + Volunteering in America 2010 (Issue Brief)   + Volunteering in the United States, 2009   + Volunteering in the United States, 2008   + 2010 Civic Life in America (Fact Sheet)   + Volunteering in America – An Overview of Corporation Research (Issue Brief)   + Volunteer Retention (Issue Brief)   + The Health Benefits of Volunteering: A Review of Recent Research (Issue Brief)   + The Health Benefits of Volunteering (Full Report)   + Keeping Baby Boomers Volunteering – A Research Brief on Volunteer Retention and Turnover   + Volunteer Growth in America: A Review of Trends Since 1974 (Full Report)   Various graphic organizers are included in the All Lesson Attachments tab to use at your discretion.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * peer tutor * monitor progress |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | Divide the class into subgroups of two students.  Define socialization to the class.  Socialization: A continuing process whereby an individual acquires a personal identity and learns the norms, values, behavior, and social skills appropriate to his or her social position  Evidence suggests that volunteering has a positive effect on social psychological factors, such as one’s sense of purpose. Read the report below and analyze the role socialization plays in human development and behavior as it pertains to volunteering. Does volunteering have social, physical, and emotional benefits?   * The Health Benefits of Volunteering: A Review of Recent Research This report has established a strong relationship between volunteering and health: those who volunteer have lower mortality rates, greater functional ability, and lower rates of depression later in life than those who do not volunteer.<http://www.nationalservice.gov/pdf/07_0506_hbr.pdf>   If technology is not available, the document The Health Benefits of Volunteering: A Review of Recent Research is attached.  Encourage students to create a three-dimensional foldable graphic organizer for this report. Many ideas can be obtained from Pinterest™ and other educational websites.  Distribute Rubric for Foldable Organizer on the Health Benefits of Volunteering so that students are aware of assessment procedures.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * computer assistance * peer tutor * reduced assignment |
| **Lesson Closure** | Review terms, definitions, and objectives.  The Serve America Act has identified six focus areas.  List the areas on the board:   * Disaster services * Economic opportunity * Education * Environmental stewardship * Healthy futures * Veterans and military families   Instruct students to prepare a one-page written summary as to which area they would be interested in volunteering and why. |
| **Summative/End of Lesson Assessment \*** | Students will be assessed with appropriate rubric.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * give praise and encouragement * shorten assignment |
| **References/Resources/**  **Teacher Preparation** | **Websites:**   * Corporation for National and Community Service An independent federal agency, plays a vital role in supporting the American culture of citizenship, service and responsibility and is a leading grant maker in support of service and volunteering.<http://www.volunteeringinamerica.gov/> * United We Serve President Obama’s nationwide service initiative, is built on the belief that ordinary people can come together and achieve extraordinary things when given the proper tools. This initiative aims to both expand the impact of existing organizations by engaging new volunteers in their work and encourage volunteers to develop their own “do-it-yourself” projects.<http://www.serve.gov/>   **YouTube:**   * National Service Works for America This video explores three communities where CNCS, its grants and volunteer programs, have made a significant impact.<http://youtu.be/3C8uzT6IodU?list=PLZ54wDoDlX7cAjIze5irZH_5C6oi8Oa-M> |
| **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 |
| **College and Career Readiness Connection[[1]](#footnote-1)** |  |
| **Recommended Strategies** | |
| **Reading Strategies** | Other articles pertaining to this lesson students may read include:   * Community Service Learning Projects Complete a community service learning project by finding a problem in your community and then addressing the problem with a solution.<http://www.ehow.com/info_8137165_community-service-learning-projects.html> * How to Get Involved in Community Service Volunteering for a worthwhile cause is one of the most rewarding things we can do with our lives. It takes little effort to get involved in community service and the rewards far outweigh the effort.<http://www.ehow.com/how_2241582_get-involved-community-service.html> * Teenagers Doing Charity Work Encouraging teenagers to do charity work not only teaches them to serve and give to others, it helps them grow into compassionate and responsible adults. Help your teen find the right opportunity in your community to volunteer his time and perform acts of kindness.<http://www.ehow.com/facts_5509398_teenagers-doing-charity-work.html>   Reading strategy: Encourage students to “visualize” as they read. Many students are visual learners and will benefit from making sketches or diagrams on scrap paper as they read. Providing students with graphic organizers to help them organize their thoughts is also helpful. |
| **Quotes** | For me, when I was a kid, volunteering was the last thing I was thinking about. When I see kids doing it now, it amazes me. It’s very impressive, it gives them something productive to do as opposed to getting in trouble. For them to take time out at such a young age is remarkable. I think all kids should take a little time out to volunteer. **-Derek Jeter**  I started volunteering at an animal shelter, and little by little, my life started getting better. I think that is the secret. It is just being on a mission that is something bigger than me and it’s thankless. You do that because it is thankless, and I am not looking for anybody to say, ‘Thanks’ and ‘You are great!’ **-William McNamara**  I volunteer a lot of my time with an organization in New York called The Center for Children and Families. **-Tyra Banks**  And in my own life, in my own small way, I’ve tried to give back to this country that has given me so much. That’s why I left a job at a law firm for a career in public service, working to empower young people to volunteer in their communities. Because I believe that each of us – no matter what our age or background or walk of life – each of us has something to contribute to the life of this nation. **-Michelle Obama** |
| **Writing Strategies**  **Journal Entries + 1 Additional Writing Strategy** | **Journal Entries:**   * My favorite place to volunteer is \_\_\_\_\_\_ because … * Volunteering is important because … * I plan to volunteer at \_\_\_\_\_\_\_ while I attend college because …. * The next service project I plan to help with is …   **Writing Strategy:**  RAFT writing strategy is designed to demonstrate student understanding of material in a creative and relevant way.   * Role – team leader * Audience – community * Format – flyer * Topic – service project   The flyer will highlight a community service project. |
| **Communication**  **90 Second Speech Topics** | * Three reasons why I like volunteering are … * The benefits of volunteering include … |
| **Other Essential Lesson Components** | |
| **Enrichment Activity**  (e.g., homework assignment) | Encourage students to volunteer in their community.  Distribute the handout Tips for Volunteering: Tips for Youth Who Want to Volunteer for ideas to get started. |
| **Family/Community Connection** | Encourage family members to participate in service projects in the community. |
| **CTSO connection(s)** | **Family, Career, and Community Leaders of America (FCCLA)**  <http://www.texasfccla.org>   * Advocacy An individual or team event, recognizes participants who demonstrate their knowledge, skills, and ability to actively identify a local, state, national, or global concern, research the topic, identify a target audience and potential partnerships, form an action plan, and advocate for the issue in an effort to positively affect a policy or law. * Chapter Service Project Display and Portfolio A team event – recognizes chapters that develop and implement an in-depth service project that makes a worthwhile contribution to families, schools, and communities. Students must use Family and Consumer Sciences content and skills to address and act on a community need.   + No Kid Hungry National Outreach Project A team event, recognizes chapters that participate in the “No Kid Hungry” Share our Strength National Outreach Project. Participants will use Family and Consumer Sciences content and skills to address ending childhood hunger through service learning, education/awareness, and fundraising. |
| **Service Learning Projects** | Successful service learning project ideas originate from student concerns and needs. Allow students to brainstorm about service projects pertaining to lesson. For additional information on service learning see<http://www.ysa.org>  Example:  Students may utilize the toolkit from the United We Serve website for various service projects that may be needed in their community.<http://www.serve.gov/?q=site-page/toolkits> |

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)