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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** | Principles of Human Services |
| **Lesson/Unit Title** | An Introduction to Family and Community Service |
| **TEKS Student Expectations** | **130.272. (c) Knowledge and Skills**  (6) The student demonstrates the skills necessary to enhance personal and career effectiveness in family and community services. The student is expected to:  (A) identify the basic functions of the family, including roles and responsibilities;  (B) investigate societal, cultural, demographic, and economic factors affecting the responsibilities of family members;  (C) analyze the multiple roles and responsibilities assumed by individuals within the family;  (D) investigate community service opportunities;  (H) describe rewards, demands, and future trends in family and community services. |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | Students will:   * Identify a variety of community services (national, state, and local) and the population they serve * Identify careers that focus on the needs of families * Identify local groups that serve student’s community * Collect and analyze data on demographic and community needs * Research local agencies, organizations, and churches that offer services to the public |
| **Rationale** | When you live in a community, it is important to invest in that community with both your time and resources. In every community, there are people who need help and assistance. Sometimes that comes in the form of a person in a service career and sometimes it comes from someone like you who belongs to a group or organization that identifies a need and works to solve it. |
| **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)* | **Agency:** A business that meets a specific need  **Analyze:** To look at the parts in relation to the whole  **Communicate:** To send or receive information  **Counselor:** Someone who listens to concerns and provides advice  **Data:** Information gathered about a group or problem  **Demographics:** Data related to the make-up of a specific area or community  **Document:** To record information in an accurate manner  **Need:** Something required for a person’s well-being  **Reflection:** To look upon previous thoughts or actions  **Service Learning:** Using classroom knowledge and skills to provide relevant service to meet an identified need |
| **Materials/Specialized Equipment Needed** | **Equipment:**   * Computer with projector for multimedia presentations and for student use * Computer lab with Internet access (be sure to follow district guidelines) * Student cell phones (be sure to follow school district guidelines for cell phone use) * Telephone (classroom)   **Materials:**   * Cardstock * Chart paper * Magazines * Markers * Posters (1/2 sheet) * Scissors * Tape * Telephone books (local)   **Supplies:**   * Bag or container with the following items – bag should have enough items so that each student in the class will be able to draw out one item:   + Bird feeder   + Blanket   + Canned goods   + Children’s book   + Cookbook   + Dominoes   + Empty plastic bottle   + Gauze bandages   + Light bulb   + Mini crock-pot   + Pencil   + Seed packet * Copies of handouts   **PowerPoint:**   * We Serve – An Introduction to Service Learning   **Technology:**   * Free iPad App:   + PocketLife Calendar Keep track of your projects with this calendar<https://itunes.apple.com/us/app/pocketlife-calendar/id352743549?mt=8> * Infographic:   + Is Volunteering Good for Your Health? Volunteering has been shown to improve the outlook on life. 94 percent of volunteers say it improves their mood. 96 percent say it enhances their sense of purpose in life.<http://dailyinfographic.com/is-volunteering-good-for-your-health-infographic>   **Graphic Organizers:**   * I Have – Who Has Activity * Mock Interview Practice * Mock Interview Practice (Key) * We Serve – An Introduction to Service Learning Notes   **Handouts:**   * Rubric for a Local Agency, Organization, or Church Poster * Telephone Interview Record * Where Do You Look? |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | **Before class begins:**  Locate magazine pictures that represent the following groups (one for each):   * Animals * Elderly * Environment * Gardening * Homeless * Young children   Tape the pictures high on a wall across the classroom.  Gather bag or container of as many items as you have available listed in the Materials or Specialized Equipment Needed section. You will need one item per student.  As class begins, have students draw an item out of the bag and direct him/her to stand under a picture that relates to the item. When everyone has an item, and is situated by a picture, allow the students to tell what they believe to be the relationship. Note that some items can go under multiple pictures but they must choose one picture by which to stand.  Lead students in discussion about why the item may match the picture.  Example: A student draws out a domino. They stand under the picture representing the elderly. The student might explain the reason he chose the elderly is because he knows his grandfather plays dominoes at the local senior center.  Pose these questions during the activity:   * Why did you choose this picture? * How do you think your item relates to your picture? * How might the item you drew somehow be a service to a particular group? * Could your item fit another group and why?   Option – Give each group chart paper with one of the groups previously listed on it. Have them brainstorm a list of needs for each group. |
| **Direct Instruction \*** | Introduce lesson objectives, terms, and definitions.  Distribute the I Have – Who Has Activity cards to students to reinforce terms and definitions. See instructions on handout for details.  Distribute graphic organizer We Serve – An Introduction to Service Learning Notes so that students may take notes during slide presentation.  Introduce PowerPoint We Serve – An Introduction to Service Learning.  Allow time for questions, demonstrations, and class discussion.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * encourage classroom participation * extra time for oral response * frequent feedback |
| **Guided Practice \*** | Discuss the importance of effective communication skills when gathering information on the telephone for a service learning project.  Pose the following questions:   * What is the proper way to introduce yourself? * How do you clarify who you are and what you want? * How do you handle negative responses? * How do you politely close a conversation?   Conduct a demonstration of a Mock Interview Practice. After the interview practice, come back as a group and discuss what worked and what didn’t work. There are two parts to the interview process. Details are included in the handout.  After students have practiced mock interviews in both roles, interviewer, and interviewee, discuss any concerns that students are unsure how to handle in the process.  Tell the students that for service to be relevant, it must meet an identified need. Ask students how we can learn about what each local group does to meet those needs. After the students have determined they must contact an organization to see what need it meets, lead a discussion about how to get the information.  Have the students choose a local organization that serves the community and allow them to conduct a telephone interview. Record responses on Telephone Interview Record. Students will report their findings in Lesson Closure.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * participating in a small group/classroom * frequent feedback * extended time |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | Brainstorm names of organizations and agencies (local, state, and national) that work to meet the needs of others. Have students record on chart paper to be displayed in the room.  Examples:   * Local homeless shelter * Food pantries run by a church or local community * Veterans of Foreign Wars * Women, Infants, and Children – WIC   Lead a discussion as to where students can find information if you had a need. Remind students that sometimes people have access to a computer to find information and sometimes they may use a telephone book to find the names and numbers of people who can assist them.  Distribute telephone books or tablets with Internet access. Distribute Where Do You Look handout. Allow students to use telephone books or an Internet telephone book to answer questions. Using a telephone book may be new for some students so assist as needed without giving them the answer.  Revisit lists of agencies and organizations. Using the Internet and/or the telephone books, have students make a list of local organizations that serve families. The list should be long enough so that there is at least one organization per student. Lead a discussion about local organizations and that not all organizations meet all needs.  For example, a local food pantry would meet the need for food for some people but the local veterans’ organization would meet the needs of troops who are deployed.  Divide the class into subgroups of two. Students will research information from local agencies, organizations and churches that provide services to people.  The information gathered will be displayed on a poster board (1/2) sheet to be viewed by the community at a school function or displayed in a counselor’s office or school library.  Include the following:   * Name * Address * Phone number * Operating hours * Services provided * Image (from Internet or cell phone)   Distribute Rubric for Services from a Local Agency, Organization, or Church Poster so that students may understand what is expected.  Option – Students can also make a Quadarama to showcase information from agencies, organizations, and churches.  For instructions on how to make a Quadarama:   * Quadarama   These may be displayed in the front office or school library.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * encourage classroom participation * paired working arrangement * extended time |
| **Lesson Closure** | Review terms, definitions, and objectives.  Students will report the information learned from the Telephone Interview Record in the Guided Practice section.  They will be able to gather the current needs of the agency or organization and, as a class, decide how best to help them.  Encourage students to keep track of their hours in the Service Learning Log. They can keep this log in their portfolio. |
| **Summative/End of Lesson Assessment \*** | Students will present the information from the agency, organization, or church that provide services to the class.  Posters or Quadaramas will be displayed in a prominent place during a school function with the community.  Students will be assessed with the appropriate rubric.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * praise participation * assist with presentation |
| **References/Resources/**  **Teacher Preparation** | **Websites:**   * National Service-Learning Clearinghouse America’s Most Comprehensive Service-Learning Resource * The President’s Volunteer Service Award A premier volunteer awards program, encouraging United States citizens or lawfully admitted permanent residents of the United States through presidential recognition to live a life of service * Youth Service America 25 Years of Youth Changing the World<http://www.ysa.org> |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** | * Make sure students understand the vocabulary (word wall) as you move forward with this lesson. They are to play the I Have – Who Has Activity times until they have a firm foundation of word meaning. The use of a personal dictionary would be helpful. * Additional time for preparing and practicing interview questions and responses * Word wall * Journal entries |
| **College and Career Readiness Connection[[1]](#footnote-1)** |  |
| **Recommended Strategies** | |
| **Reading Strategies** | Allow students to read success stories from the Service Learning website so they can grasp a better idea of what service learning is. There are several to choose from.   * Service-Learning Success Stories   Reading strategy: Have students form their own questions about the text prior to reading or have them write down any questions that come to mind as they are reading. |
| **Quotes** | I am only one, but still I am one. I cannot do everything, but still I can do something; and because I cannot do everything, I will not refuse to do the something that I can do. **-Helen Keller**  How wonderful it is that no one need wait a single moment before starting to change the world. **-Anne Frank**  Service to others is the rent you pay for your room here on earth.  **-Muhammad Ali**  The best way to find yourself is to lose yourself in the service of others. **-Mahatma Gandhi** |
| **Writing Strategies**  **Journal Entries + 1 Additional Writing Strategy** | **Journal Entries:**   * It is important to serve in your community because…. * Clarifying information given to you by another is essential because………. * To succeed in a service career, you must be able……………. * If I could help with one thing in my community, I would….   **Writing Strategy:**   * Raft Writing Strategy   + Role: Student   + Audience: Local VFW Commander   + Format: Letter   + Topic: Veteran’s Day Program invitation |
| **Communication**  **90 Second Speech Topics** | * One local organization that assists local families is\_\_\_\_\_\_\_\_\_\_\_\_. It is essential to the families it serves because………. * One community need that we have in \_\_\_\_\_\_\_\_\_\_ is\_\_\_\_\_\_\_\_\_\_\_. We can address that need by……. |
| **Other Essential Lesson Components** | |
| **Enrichment Activity**  (e.g., homework assignment) | Have students create a survey on SurveyMonkey®.com asking for input about community needs. Allow them to send it via email to friends and family members and analyze data as responses are received.   * SurveyMonkey® Creates surveys in minutes<http://www.surveymoneky.com>   **Infographic:**  Infographics are graphic visual representations of information, data or knowledge intended to present complex information quickly and clearly.  The infographic below is related to this lesson. Allow students to view the image on a projector and lead a discussion concerning the information provided.  Is Volunteering Good for Your Health? Volunteering has been shown to improve the outlook on life. 94 percent of volunteers say it improves their mood. 96 percent say it enhances their sense of purpose in life.<http://dailyinfographic.com/is-volunteering-good-for-your-health-infographic> |
| **Family/Community Connection** | Contact a member of your local food pantry to speak to your students about the statistics and information related to the food pantry and who it serves. |
| **CTSO connection(s)** | **Family, Career, Community Leaders of America (FCCLA)**  <http://www.texasfccla.org>   * STAR Event:   + Chapter Service Project Manual – An individual or team event that recognizes chapters that develop and implement an in-depth service project that makes a worthwhile contribution to families, schools, communities and/or family and consumer sciences. Students must use Family and Consumer Sciences content and skills to address and act on a community need. Participants must prepare a manual and an oral presentation. |
| **Service Learning Projects** | Successful service learning project ideas originate from student concerns and needs. Allow students to brainstorm about service projects pertaining to the lesson. For additional information on service learning, see <http://www.nylc.org/>  Students can use the data they gather and analyze to determine a relevant need in their own community. Using student voice, students will apply classroom knowledge and skills to meet that need.  Example:  There is a need for a child-friendly waiting area at the local hospital. Students apply their classroom knowledge and skills to renovate an unused room at the hospital into a child-friendly waiting room. Students will apply skills related to finances, budgeting, developmentally appropriate toys, and art. |

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)