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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** | Count Me In |
| **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  (3) The student demonstrates organizational and leadership skills  in a community service environment. The student is expected to:  (E) identify and apply effective strategies and skills  necessary for collaborative relationships with others in  community service settings  (F) plan and deliver family and community services  presentations  (4) The student develops and implements community and service-  learning activities. The student is expected to:  (A) identify service projects that benefit a community  (H) design a public relations campaign promoting  community and service-learning activities |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | **Students will:**   * Identify characteristics needed to work with others * Identify settings for community service * Identify local groups that offer help to others * Plan and deliver professional presentations to encourage volunteer service * Prepare a public relations campaign for a local volunteer group |
| **Rationale** | Many people think the only reward for doing a job is getting paid. Would you do something without getting paid? Every day there are groups of people in the “real world” that do things for others without pay. These volunteer groups work in multiple areas. As you get older, you will need to fill the shoes of volunteers in your community. |
| **Duration of Lesson** | Six 45-minute class periods |
| **Word Wall/Key Vocabulary**  *(ELPS c1a, c, f; c2b; c3a, b, d; c4c; c5b) PDAS II (5)* | **Campaign:** To work in an organized and active way toward a particular goal, typically a political or social one  **Coherent:** According to the rules of logic, capable of being understood  **Collaborate/Collaborative:** To participate or assist in a joint effort to accomplish an end. Used or done by a number of people working together as a group  **Compliance:** A readiness or willingness to yield to the wishes of others; a bending to the authority or control of another  **Confidential/Confidentiality:** Secret or private/showing that you are saying something that is secret or private/trusted with secret or private information  **Perspective:** The capacity to view things in their true relations or relative importance  **Public relations:** The activity or job of providing information about a particular person or organization to the public so that people will regard that person or organization in a favorable way  **Volunteer:** A person who does work without getting paid to do it, willingness to undertake a service or work with no monetary compensation |
| **Materials/Specialized Equipment Needed** | **Equipment:**   * Computer with projector for PowerPoint presentation * Computers with Internet (be sure to follow school district guidelines) * Flip camera or other type of camera that can record a video * Telephone – classroom or student personal cell phone (be sure to follow school district guidelines for cell phone use)   **Materials:**   * Bulletin board border * Envelopes * Glue or sticky squares for mounting * Paper (various colors) * Scissors * Scrapbook paper * Tri-fold presentation boards * Copies of handouts   **PowerPoint:**   * Count Me In   **Technology Connection:**   * 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> * Infographics:   + Volunteering Remains Strong Volunteering continues to be a vital component of the fabric of our nation, enriching both our communities and those who serve.<http://www.volunteeringinamerica.gov/infographic.cfm> * TED Talks:   + TEDxNASA – Ben Rigby – Micro-Volunteering – Giving Back for Busy People  In a unique approach to voluntarism, Ben Rigby has taken the time element out of doing good works. For the past 15 years, he has focused his efforts on developing youth-focused Web and mobile phone software for non-profits and brand-name companies. In 2008, he co-founded The Extraordinaries, the micro-volunteering network that allows people to volunteer on-demand and on-the-spot using mobile phones and the internet.https://youtu.be/M7-utwTAsPM   **Graphic Organizer:**   * Count Me in Notes * Count Me in Notes (Key)   **Handouts:**   * Initial Contact Information Sheet * Join Us * Rubric for Join Us Project * Tell Me All About It * Volunteer Profile * Where Do You Rank |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | **Before class begins:**  Print handout Where Do You Rank on colored paper. Cut the set of strips (one for each student) and place in an envelope.  Distribute one envelope to each student.  Students should read each of the strips and place them in order of the most desirable group member to the least. Students can attach them to a paper in the order of which type of person they would want to work with from favorite to least favorite.  After each has ranked their individual choices, lead the class in the following discussion:   * Why did you rank your choices as you did? (allow each student to share) * What made you place a certain person first? * What made you place a certain person last? * How can knowing personalities help us collaborate with various groups? * What could the person you ranked last do to move up in your ranking? * Discuss how important it is to work with different types of people on projects. |
| **Direct Instruction \*** | Note: The following lesson will guide students to identify desirable characteristics in volunteers. For true service-learning to occur, students should suggest volunteer groups they wish to contact.  **Script:** Most people think the only real reward for doing a job is getting paid. Would you do something without getting paid? Every day there are groups of people in the “real world” that do things for others without pay. Those volunteer groups work in multiple areas. As you get older, you will need to fill the shoes of volunteers in your community.  Introduce lesson objectives, terms, and definitions.  Distribute graphic organizer Count Me in Notes so that students may take notes during slide presentation.  Introduce PowerPoint™ Count Me In and lead a discussion on what it takes to be a good volunteer.  View YouTube video:   * My American Story The My American Story Public Service Campaign features volunteers telling us —in their own words— how service has changed their lives and strengthened their communities.<http://youtu.be/vYMfKnL3BA0>   Allow time for questions, demonstrations, and class discussions.  Students can begin to brainstorm volunteer opportunities in the community.  *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 \*** | Divide the class into subgroups of two or three.  Distribute handout Initial Contact Information Sheet to teams and remind students to follow proper telephone etiquette.  Teams should brainstorm groups or organizations that can utilize volunteers.  Students may research the organizations using internet resources to find the contact person for each group or organization.  In the initial call, make sure the students explain their purpose and gather essential information.  Distribute handout Tell Me All About It so that students understand the information that is needed from each organization.  If possible, arrange a time that students can actually visit the volunteer site to observe the role of the volunteers and in the same visit, interview the contact person.  If it is not possible to visit the site, each team should conduct a telephone interview to gather information about the group and the role of volunteers.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * peer tutor * frequent feedback |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | Students should remain in the same teams of two or three.  Distribute handout Join Us and explain the required components of the public relations campaign.  Remind students that these displays, handouts, and business cards will be used by the group to encourage others to volunteer. Distribute Rubric for Join Us Project so that students understand what is expected.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * check for understanding * reduce assignment |
| **Lesson Closure** | Review terms, definitions, and objectives.  Each team will give a synopsis of their volunteer group.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * peer tutor * frequent feedback |
| **Summative/End of Lesson Assessment \*** | Students will present their public relations campaign for their volunteer organization.  Students will be assessed with appropriate rubric.  Option: Students may visit the group/organization and present their campaign in full. If students are unable to travel to the volunteer site, invite a representative from the group/organization to come to school for the presentation.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * encourage participation * frequent feedback |
| **References/Resources/**  **Teacher Preparation** | **Websites:**   * The President’s Volunteer Service Award The 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. <http://www.presidentialserviceawards.gov/> * United We Serve United We Serve, a 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/> * Volunteer Match.org A website that brings causes and people together<https://www.volunteermatch.org/volunteers/stories/>   **YouTube:**  My American Story The My American Story Public Service Campaign features volunteers telling us - in their own words— how service has changed their lives and strengthened their communities. <http://youtu.be/vYMfKnL3BA0> |
| **Additional Required Components** | |  |
| **English Language Proficiency Standards (ELPS) Strategies** | * Use “word wall” for vocabulary words * Work with a peer tutor * Peer to read materials * Highlighted materials for emphasis * Shortened simplified instructions |
| **College and Career Readiness Connection[[1]](#footnote-1)** |  |
| **Recommended Strategies** | |  |
| **Reading Strategies** | Encourage students to read the following articles pertaining to this lesson:   * Types of Volunteer Jobs Volunteer work can be a very rewarding experience. Getting children involved in volunteering teaches them about compassion and can help build self-confidence.<http://www.ehow.com/facts_5197285_types-volunteer-jobs.html> * Voluntary Work Advantages and Disadvantages Community service characterizes life in America. More than one in four Americans volunteered time and talent in 2012, according to the Corporation for National and Community Service.<http://www.ehow.com/facts_5545068_voluntary-work-advantages-disadvantages.html> * Will Volunteering Land You a Job? For the unemployed or underemployed, strategic volunteering just may help you land that full-time job.<http://www.ehow.com/feature_12255570_volunteering-land-job.html>   **Reading Strategy:** Encourage students to “make predictions” about the text content prior to reading. “I think it’s going to be about... because I know…” This encourages active reading and keeps the student interested. While reading, the students may revise their original predictions and/or make new ones. |
| **Quotes** | It’s impossible to be involved in all situations, but there’s no excuse not to be involved in something, somewhere, somehow, with someone. Make an ounce of difference.  **-Richelle E. Goodrich**  Allow the way to your great work to be guided by your service to others. **-Mollie Marti**  Wherever you turn, you can find someone who needs you. Even if it is a little thing, do something for which there is no pay but the privilege of doing it. Remember, you don’t live in a world all of your own. **-Albert Schweitzer**  Remember that the happiest people are not those getting more, but those giving more. **-H. Jackson Brown Jr.**  The idea of kids helping other kids is such a great way to introduce children to being involved in charitable causes and volunteer work, setting them on the path to doing good for others throughout their lives **-Brandy Norwood**  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:**   * The advantages and disadvantages of collaborating with others are… * The most important thing(s) a presenter can do to keep the audience’s attention is/are... * When you volunteer you must remember that you should always…? * The challenge to volunteering one’s time is… * When you disagree with someone you are working with, you should… * Visuals are important in a presentation because…… * One way to make people aware of local volunteer opportunities is… * Public relations campaigns will not be successful if…   **Writing Strategy:**   * Raft Writing Strategy   + Role: Student   + Audience: Potential Community Volunteers   + Format: Brochure   + Topic: Community Group Information |
| **Communication**  **90 Second Speech Topics** | * If I could volunteer for any organization in the world, I would volunteer for \_\_\_\_\_ because \_\_\_\_\_. * Three things needed to work effectively with others are \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_. |
| **Other Essential Lesson Components** | |  |
| **Enrichment Activity**  (e.g., homework assignment) | Students can create volunteer profiles to display with presentation boards at the volunteer site or at a volunteer fair (see Family/Community Connection in Other Lesson Components) using the Volunteer Profile.  **Infographics:**  Infographics are graphic visual representations of information, data or knowledge intended to present complex information quickly and clearly.  The infographics below are related to a lesson. Allow students to view the image on a projector and lead a discussion concerning the information provided.   * Volunteering Remains Strong Volunteering continues to be a vital component of the fabric of our nation, enriching both our communities and those who serve.<http://www.volunteeringinamerica.gov/infographic.cfm>   **TED Talks:**  TEDx is a program of local, self-organized events that bring people together to share a TED-like experience. At a TEDx event, TEDTalks video and live speakers combine to spark deep discussion and connection in a small group. These local, self-organized events are branded TEDx, where x = independently organized TED event.  The video below is related to this lesson. Allow students to view the video and lead a discussion concerning the TED Talk.  TEDxNASA – Ben Rigby – Micro-Volunteering – Giving Back for Busy People  In a unique approach to voluntarism, Ben Rigby has taken the time element out of doing good works. For the past 15 years, he has focused his efforts on developing youth-focused Web and mobile phone software for non-profits and brand-name companies. In 2008, he co-founded The Extraordinaries, the micro-volunteering network that allows people to volunteer on-demand and on-the-spot using mobile phones and the Internet:  <https://youtu>.be/M7-utwTAsPM |
| **Family/Community Connection** | Set up a volunteer at a fair at school or a community event. Allow students to set up their presentation boards with additional pamphlets and other materials they have created. Invite representatives of each group/organization to exhibit their information at the tables for people who stop at the booth. |
| **CTSO connection(s)** | **Family, Career, and Community Leaders of America (FCCLA)**  <http://texasfccla.org>  Advocacy: An individual or team event that recognizes participants who demonstrate their knowledge, skills, and ability to actively identify a local, state, or national 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. Participants must prepare a portfolio and an oral presentation, and complete a case study. |
| **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 more information, visit: [www.ysa.org](http://www.ysa.org)  Example: Students can organize and host a volunteer fair at school or at a community event using the resources and campaign they created. |

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)