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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** | Focus on Serving Children – Our Future |
| **TEKS Student Expectations** | **130.279. (c) Knowledge and Skills**  (4) The student develops and implements community and service-learning activities. The student is expected to:  (A) identify service projects that benefit a community;  (B) integrate student interests, abilities, and skills into community and service-learning projects;  (C) plan, develop, implement, and evaluate community and service-learning activities that benefit individuals, families, or the community;  (D) demonstrate safety practices when participating in community service and service-learning activities;  (E) document personal development through participation in community and service-learning activities;  (G) demonstrate ethical practices when participating in community service and service-learning activities; and  (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 needs of local children * Apply knowledge and skills to conduct a service learning project for local children * Document service * Reflect on service and cite how the service as affected them as a student * Evaluate the effectiveness of the service learning project * Use effective communication skills to conduct a service learning project * Relate positively to children * Create an ebook for kindergarten children * Conduct themselves in an appropriate and ethical manner when serving children |
| **Rationale** | It has been said that children are our world’s most valuable resource. What do you do if you truly value something? You care for it. You nurture it. In the case of children, you do the same. You want children to grow up to be the best they can possibly be. So how do we do that? We do this by giving them the skills they need to succeed. |
| **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)* | **Confidentiality:** Keeping information of others private  **Effective:** Producing desired results  **Empathy:** Putting yourself in the place of another to understand their thoughts and feelings  **Future:** Time regarded as still to come, something that will exist or happen in a later time  **Literacy:** Having the skills required to read and write  **Organize:** To put items in a system that makes them easy to retrieve  **Plan:** The process for completing a project  **Readiness:** Being prepared to complete a task  **Reflection:** To look back upon an activity to measure the effectiveness |
| **Materials/Specialized Equipment Needed** | **Equipment:**   * Computer with projector for multimedia presentations * Computer lab for student use (be sure to follow school district guidelines) * Light projector (Elmo) * Printer * Telephone or cell phone (be sure to follow school district guidelines for cell phone use) * Typewriter (for empathy activity)   **Materials:**   * Cardstock * Chart paper * Markers * Printer paper * Sticky notes * Tape * Copies of handouts   **PowerPoint:**   * Focus on Serving Children – Our Future * Presentation Notes – Focus on Serving Children – Our Future   **Technology:**   * Free iPad App:   + Sticky Notes HD A new way to interact with notes<https://itunes.apple.com/us/app/sticky-notes-hd/id543932220?mt=8> * Infographic:   + Infographic on Leadership Qualities We put together an infographic that describes some leadership qualities that can be developed and put in your own “skills” filing cabinet.<http://www.cmoe.com/blog/infographic-leadership-qualities.htm> * Tedx Talk:   + Drew Dudley: Everyday leadership We have all changed someone’s life â usually without even realizing it. In this funny talk, Drew Dudley calls on all of us to celebrate leadership as the everyday act of improving each other’s lives.<http://www.ted.com/talks/drew_dudley_everyday_leadership>   **Graphic Organizers:**   * Focus on Serving Children – Our Future Notes * Working with Children   **Handouts:**   * Guidelines for eBooks * Rubric for eBooks * Sample Project Focusing on Children * Service Learning Log * Stick Up Organization * STOPLIGHT |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | **Before class begins:**  Note to Teacher: Review handout Sample Project Focusing on Children to determine if your class is more suited for a service-learning project or a community service project. This can be used as a model throughout the lesson.  Distribute handout Working with Children to find out if your students like working with children.  After the assessment, ask the following questions:   * Are you comfortable working with the children? * What scares you about working with the children? * Do you have nieces or nephews that you spend time with? * What types of things did you enjoy when you were a child?   Log onto The Curriculum Center for Family and Consumer Science Teacher’s website and A Week of Service Learning so that students may work on the Building Empathy exercises (scroll to the bottom labeled Literacy). <http://www.ccfcs.org/Attachments/ServiceLearning/2BuildingEmpathy.pdf>  After these activities, discuss how this relates to serving children. Ask the following questions:   * How did you feel? * What challenges do you see for children who lack basic literacy skills? * How can we help the children with some of their challenges? * Why would a child feel frustrated? * Were you frustrated? * How did you deal with it? |
| **Direct Instruction \*** | Note to Teacher: The following lesson is a sample of how a teacher would carry out a service learning project with students. For true service learning to occur, students would need to share their thoughts and ideas and plan accordingly instead of doing something the teacher instructed them to do. Students should drive the lesson and their student voice should be reflected throughout.  Remember, this is a sample that you can adjust and use to help guide your students through a project for the children.   Introduce lesson objectives, terms, and definitions.  Distribute graphic organizer Focus on Serving Children – Our Future Notes so that students may take notes.  Introduce slide presentation Focus on Serving Children – Our Future.  View YouTube video:   * Service Learning: Turning Ideas into Action A media loop for the Turning Ideas into Action communications kit. Learn and Serve America created this kit to help you spread the word about service-learning and its impact on learning and transforming communities. You are on the front lines of making the case for service-learning and are one of its greatest advocates.<http://youtu.be/4JE_zmCUDtg>   Allow time for questions, demonstrations, and class discussion.  Play Which Is It? Game found at The Curriculum Center for Family and Consumer Science Teacher’s website and A Week of Service Learning so that students may understand the difference between Service Learning and Community Service.<http://www.ccfcs.org/Attachments/ServiceLearning/13WhichIsItGame.pdf>  *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 \*** | Brainstorm some needs of children in the community. Have the students plan and execute a face-to-face survey or a phone survey with someone they know who works with children to determine needs.  Have the students contact the leader of a group or class where they will be able to perform a service learning project.  Prerequisite:   * Mock Interview Practice from the We Serve – An Introduction to Service Learning lesson.   After the needs are listed, have the students put a check by three or four needs that they feel they could realistically meet. Students should form a plan to meet those needs.  Example: The students have determined that children in kindergarten would benefit from having high school reading buddies. Students would read to the kindergartners and listen to the kindergartners read on each visit. The kindergarten teacher(s) have agreed that this would be beneficial.  Students should complete the L (Look and Listen),E (Examine the Issues) and A (Agree to take action) part of the Planning Guide for Service Learning.<http://www.ccfcs.org/Attachments/ServiceLearning/6PlanningGuideforServiceLearning.pdf>  Students brainstorm what they, as reading buddies, will do to encourage kindergartners to be excited about literacy skills.  Ask questions along the way to help students think through the overall plan.   For example:   * What can you do to help the kindergarten children improve their literacy skills through reading? * What are some things we could make that would improve their literacy? * How often will the reading buddies need to visit?   Students determine that they will need to visit the kindergarten weekly. On each visit, the high school reading buddies will listen to a kindergartner read from the assigned kindergarten reader.  Students complete the sections D (Develop a Plan) and E (Execute the Plan) of the Planning Guide for Service Learning.  Students organize their project using the Stick-Up Organization.  *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 \*** | Students will create an eBook (computer book) for their kindergarten buddy using Microsoft Office Templates for Word, PowerPoint, or Publisher.  Provide students with a list of high frequency words they should use. <http://fwes.wcpss.net/High_Frequency_word_list.pdf>  Display the handout Guidelines for eBooks on a light projector and explain the details to the students. They will create an eBook each month of the school year and present it to a kindergarten student.  Observe students as they create their eBooks and assist with titles, graphics, and story line.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * providing peer tutoring * frequent feedback * extended time |
| **Lesson Closure** | Review terms, definitions, and objectives.  Lead the class in a discussion about ethics when volunteering with the children.  Divide the class into subgroups of four. Distribute handout STOPLIGHT to each group. Students should read statements and decide whether it is a *red light, yellow light,* or *green light* statement. Discuss responses with class.  Prepare reading buddy certificates for each kindergartner and present on the last day that the high school reading buddies will visit.   * Students complete the sections R (Review Outcomes) and S (Showcase Results) of the Planning Guide for Service Learning. |
| **Summative/End of Lesson Assessment \*** | Students will present eBook to class and then to a kindergartner each month.  Students will be assessed with appropriate rubric.  Students should complete the Service Learning/Volunteer Log Sheet to keep track of their time and add to their portfolio.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * praise participation * encourage oral presentation |
| **References/Resources/**  **Teacher Preparation** | **YouTube:**   * Service Learning: Turning Ideas into Action A media loop for the Turning Ideas into Action communications kit. Learn and Serve America created this kit to help you spread the word about service-learning and its impact on learning and transforming communities. You are on the front lines of making the case for service-learning and are one of its greatest advocates.<http://youtu.be/4JE_zmCUDtg>   **Websites:**   * Farmington Woods Elementary School School news and links to curriculum.<http://fwes.wcpss.net> * National Youth Leadership Council Information for students and educators on service-learning practices.<http://www.nylc.org> * The Curriculum Center for Family and Consumer Sciences A Week of Service Learning. A Joint Project of Service Learning Texas, Texas FCCLA, and The Curriculum Center for Family and Consumer Sciences.<http://www.ccfcs.org/aweekofservicelearning/> |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** | * Make sure students understand the vocabulary (word wall) as you move forward with this lesson. The use of a personal dictionary would be helpful. * Additional time for preparing computer books * Word wall * Journal entries |
| **College and Career Readiness Connection[[1]](#footnote-1)** |  |
| **Recommended Strategies** | |
| **Reading Strategies** | Have students read a variety of children’s books and give an oral evaluation about each one.  Encourage students to connect reading to their life experiences or prior knowledge. |
| **Quotes** | A person’s a person, no matter how small. **-Dr. Seuss**  There can be no keener revelation of a society’s soul than the way in which it treats its children. **-Nelson Mandela**  Children are likely to live up to what you believe of them. **-Lady Bird Johnson**  Children are our most valuable resource. **-Herbert Hoover** |
| **Writing Strategies**  **Journal Entries + 1 Additional Writing Strategy** | **Journal Entries:**   * Children are an asset because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. * If I could be any character in a children’s book, I would be \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. * If I were a teacher, I would \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. * My favorite subject when I was in elementary school was \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. * Literacy is important because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. * If I couldn’t read, I would \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. * My favorite children’s book is…. * Children make me laugh when …. * I can help children by …… * Being a good role model to children is important because….   **Writing Strategy:**  After listening to the story of the Three Little Pigs, write a story from the perspective of the wolf. |
| **Communication**  **90 Second Speech Topics** | * Being literate opens a child’s mind to……. * When we value children……. |
| **Other Essential Lesson Components** | |
| **Enrichment Activity**  (e.g., homework assignment) | Once students have become comfortable creating the eBooks using the Microsoft Office Templates, they can add other elements such as:   * connect the dots * short word search * puzzle pieces   **TEDx 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 videos 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.  Drew Dudley: Everyday leadership We have all changed someone’s life â usually without even realizing it. In this funny talk, Drew Dudley calls on all of us to celebrate leadership as the everyday act of improving each other’s lives.<http://www.ted.com/talks/drew_dudley_everyday_leadership> |
| **Family/Community Connection** | Encourage students to create the eBooks for family and friends to encourage reading. Family stories could be created and illustrated for keepsakes. |
| **CTSO connection(s)** | **Family, Career, Community Leaders of America (FCCLA)**  <http://www.texasfccla.org>   * STAR Event:   + Chapter Service Project Display – 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 take action on a community need. Participants must prepare a display and an oral presentation.   + 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 take action on a community need. Participants must prepare a manual and an oral presentation.   + Focus on Children – An individual or team event, recognizes participants who use family and consumer sciences skills to plan and conduct a child development project that has a positive impact on children and the community. Child Development encompasses birth through adolescence. Participants must prepare a display and or 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 children.  Ideas for other service learning projects can be found at A Week of Service Learning<http://www.ccfcs.org/aweekofservicelearning/>  Example:   * Work with other grade levels to determine needs of children   REMEMBER – TRUE service learning projects are student driven. |

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)