|  |  |
| --- | --- |
| **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** | Serving Those Who Serve |
| **TEKS Student Expectations** | **130.279. (c) Knowledge and Skills**  (3) The student demonstrates organizational and leadership skills in a community service environment. The student is expected to:  (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:  (D) demonstrate safety practices when participating in community service and service-learning activities  (G) demonstrate ethical practices when participating in community service 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 veterans * Apply knowledge and skills to conduct a service learning project for local veterans * Document service * Employ safety practices while serving and volunteering * Reflect on service and cite how the service has affected them as a student * Evaluate the effectiveness of the service learning project * Use effective communication skills to conduct a service learning project * Will relate positively to veterans * Will conduct themselves in an appropriate and ethical manner when serving veterans |
| **Rationale** | In the mornings, when we say the pledge to the United States flag, do you ever think about who defends our freedoms? They are friends, relatives, neighbors and even strangers united to make sure we can live free. Just as we have needs, those who defend our country also have needs. We will learn about some of those needs and find ways to Serve Those Who Serve. |
| **Duration of Lesson** | Five 45-minute class periods  Service Learning Project may be spaced out to one day per week of collaboration ahead of scheduled event. |
| **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  **Military Branches:** Different areas of the armed forces in which soldiers serve  **Organize:** To put items in a system that makes them easy to retrieve  **Plan:** The process for completing a project  **Reflection:** To look back upon an activity to measure the effectiveness of the activity  **Physically Challenged:** Impairment of some part of the body that makes movement difficult  **Veterans:** Men or women who have served in some branch of the military |
| **Materials/Specialized Equipment Needed** | **Equipment:**   * Camera or cell phone (be sure to follow school district guidelines for cell phone use) * Computer with projector for multimedia presentations * Computers with internet (be sure to follow school district guidelines) * Light projector (elmo)   **Materials:**   * Cardstock (for which is it? Game) * Chart paper * Markers * Printer paper * Sticky notes * Tape   **Supplies:**   * Grocery supplies for breakfast, lunch, dinner, or reception * Paper goods   **Technology:**   * Access to:   + A Week of Service-Learning CD online version http://www.ccfcs.org/aweekofservicelearning/ * YouTube:   + American Soldier- Toby Keith (tribute) <http://www.youtube.com/watch?v=ctVI5baftFo> * Free iPad App:   + World War II Interactive Free  Covers the biggest conflict in history with stunning photos, videos, and speeches and amazing design. https://itunes.apple.com/us/app/world-war-ii-interactive-free/id475287428?mt=8 * Infographic:   + A Snapshot of Our Nation’s Veterans Federal, state and community leaders; private business; non-profits; and community organizations use information about the military veteran population from the American Community Survey and Economic Census to determine the programs, services and infrastructure that serve the needs of our veterans.  http://www.census.gov/how/infographics/veterans.html * Tedx Talk:   + Joy Sun: Should you donate differently? Technology allows us to give cash directly to the poorest people on the planet. Should we do it? In this thought-provoking talk, veteran aid worker Joy Sun explores two ways to help the poor. http://www.ted.com/talks/joy\_sun\_should\_you\_donate\_differently   **Graphic organizers:**   * Serving Those Who Serve Notes * Serving Those Who Serve Notes (Key) * Serving Veterans Project Ideas   **Handouts:**   * Rubric for Service Learning Project – Veterans * Sample Invitation * Sample Project Focusing on Veterans * Service Learning Log * Stick Up Organization |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | **Before class begins:**  Note to Teacher: Many of the handouts included in this lesson are part of A Week of Service Learning, a Joint Project of Service Learning Texas, Texas FCCLA, and The Curriculum Center for Family and Consumer Sciences.  Review handout Sample Project Focusing on Veterans 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.  This lesson would be a great Service Learning project before Veteran’s Day in November or Memorial Day in May.  As students are entering the classroom, play the YouTube video:   * An American Soldier  http://www.youtube.com/watch?v=ctVI5baftFo   Discuss with students how this relates to serving veterans. Ask the following questions:   * Do you know any veterans? * Do you have any family members who are veterans? * What do you know about veterans and the job they do? * What sacrifices do veterans make? * What sacrifices do their families make?   Distribute copies of the Personal Assessment instrument to determine students’ interests and strengths and relate it to veterans. http://www.ccfcs.org/Attachments/ServiceLearning/5PersonalAssessment.pdf  After the assessment, ask your students to share their answers and how they can relate it to serving veterans.   To better understand the difference between a service learning project and community service, play the Which Is It? Game http://www.ccfcs.org/Attachments/ServiceLearning/13WhichIsItGame.pdf  Print the activity on cardstock, cut and separate the cards and mix. Project the game board on the light projector. Ask a student to draw a card, read it to the class, and decide where the card should be placed on the game board. Use the key for reference. |
| **Direct Instruction \*** | 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 has 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 use to help guide your students through a project for veterans.    Introduce lesson objectives, terms, and definitions.  Distribute graphic organizer Serving Those Who Serve Notes so that students may take notes during presentation.  Introduce slide presentation Serving Those Who Serve.  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 \*** | Divide the class into subgroups of five. Distribute graphic organizer Serving Veterans Project Ideas.  Allow each group to brainstorm five needs of veterans in the community. Assign a scribe for each group to list all responses on chart paper.  An alternative may be to have the students do a face-to-face survey or a phone survey with someone they know who is a veteran.  After the needs are listed, have the students put a check by three or four needs that they feel they could realistically meet. Have students form a plan to meet those needs.  The following scenario is an example of a project idea students may use:   * The students have determined that veterans are self-sacrificing. Most veterans are very humble about their service. They do not tend to brag and are so honored and amazed that anyone would consider them to be heroes. The students have determined that they would like to host a recognition breakfast, lunch, dinner, or reception for local World War II veterans and their spouses since they are the oldest group of veterans in the community. Other veterans may be honored as well.   Class may now break into committees to plan and host the World War II veterans’ breakfast/lunch/dinner/reception.  Possible committees:   * Food * Decorations * Interviews * Program * Publicity   Distribute handout Planning Guide for Service Learning to each committee. http://www.ccfcs.org/Attachments/ServiceLearning/6PlanningGuideforServiceLearning.pdf  Students, as a group, can fill in the L (Look and Listen), E (Examine Issues), A (Agree to act), and D (Develop a Plan) sections of the LEADERS model.  Committees may organize their project using the Stick-Up Organization. You may have input to add to the students’ list of tasks to make sure they are on the right track.  Place the Sample Invitation on the light projector for the program committee to view. They will be assigned the task of creating the invitations and program.  *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 work in committees to complete different tasks.  Committees are now ready to complete section E (Execute the Plan) of the LEADERS model Planning Guide for Service Learning  Review tasks for each committee. Refer to handout Sample Project Focusing on Veterans for lesson ideas.  Distribute Rubric for Service Learning Project – Veterans and review so that students may understand what is expected. This rubric is for a group project. Other rubrics may be used to assess assignments.  *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** | After the project is over, committees can fill in the sections R (Review Outcomes) and S (Showcase Results) of the Planning Guide for Service Learning.  Allow for reflection and discussion. |
| **Summative/End of Lesson Assessment \*** | Review terms, definitions, and objectives.  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:*   * encourage classroom participation * paired working arrangement * extended time |
| **References/Resources/**  **Teacher Preparation** | **Images**   * Microsoft Office Clip Art: Used with permission from Microsoft.   **Website**   * National Youth Leadership Council  Information for students and educator 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/   **YouTube:**  American Soldier-Toby Keith (tribute) http://www.youtube.com/watch?v=ctVI5baftFo |
| **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 and practicing interview question responses * Word wall * Journal entries * Utilize Four Corners Vocabulary/ Word Wall Activity |
| **College and Career Readiness Connection[[1]](#footnote-1)** |  |
| **Recommended Strategies** | |
| **Reading Strategies** | Allow students to visit the website:   * World War II Veterans with Stories – Library of Congress  http://www.loc.gov/vets/stories/wwiilist.html   This site tells the stories and shares documents about people who served in World War II.  Students may relate the information orally to classmates.  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** | The soldier is the Army. No army is better than its soldiers. The soldier is also a citizen. In fact, the highest obligation and privilege of citizenship is that of bearing arms for one’s country. **-George S. Patton Jr.**  On the battlefield, the military pledges to leave no soldier behind. As a nation, let it be our pledge that when they return home, we leave no veteran behind. **-Dan Lipinski**  On this Veterans Day, let us remember the service of our veterans, and let us renew our national promise to fulfill our sacred obligations to our veterans and their families who have sacrificed so much so that we can live free. **-Dan Lipinski**  We owe our World War II veterans – and all our veterans – a debt we can never fully repay. **-Doc Hastings** |
| **Writing Strategies**  **Journal Entries + 1 Additional Writing Strategy** | **Journal Entries:**   * I think the hardest thing about serving in the military is………. * The greatest sacrifice a soldier makes is……. * When we listen to a veteran……. * Honor is………. * Patriotism is………. * World War II veterans are unique because…. * Preserving a veteran’s history is important because …. * Women in the military…. * If I had to be away from my family, I would miss…. * If I were a soldier, the thing that would scare me most…….   **Writing Strategies:**   * Write as much as you can in three minutes about the freedom you value most. Spelling and grammar count. * Veterans of Foreign Wars (VFW) Posts hold a Voice of Democracy contest each year where students write and record an essay about an assigned topic. Entries are judged and can advance as far as the national level. http://www.vfw.org/Community/Programs/ |
| **Communication**  **90 Second Speech Topics** | * World War II veterans have been called the “Greatest Generation”. I believe this is true because…… * I think we should honor veterans every chance we get because………. |
| **Other Essential Lesson Components** | |
| **Enrichment Activity**  (e.g., homework assignment) | Invite the different departments in your school to participate in a program to honor veterans.   * Social Studies can research the history of the wars local veterans participated in. * Music department can provide music for program and play the National Anthem. * Media Tech program can video tape the interviews of the veterans and edit the program to be shown on the school website. * Culinary Arts program can prepare the food for a breakfast/lunch/dinner/reception.   Students could start a veteran’s wall of honor in their school or on a wall at the local veterans’ organization such as the VFW. People submit names and the branch of service of the veteran. The information is printed with a suitable graphic onto a piece of paper. The papers are displayed on a wall.  **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.   * A Snapshot of Our Nation’s Veterans Federal, state and community leaders; private business; non-profits; and community organizations use information about the military veteran population from the American Community Survey and Economic Census to determine the programs, services and infrastructure that serve the needs of our veterans.  http://www.census.gov/how/infographics/veterans.html   **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 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.  Joy Sun: Should you donate differently? Technology allows us to give cash directly to the poorest people on the planet. Should we do it? In this thought-provoking talk, veteran aid worker Joy Sun explores two ways to help the poor. http://www.ted.com/talks/joy\_sun\_should\_you\_donate\_differently |
| **Family/Community Connection** | Invite the families of the veterans to participate in the program as they have also made sacrifices for our country.  Invite the community leaders to participate and honor the veterans. |
| **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 act 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. |
| **Service Learning Projects** | Successful service learning project ideas originate from student concerns and needs. Allow students to brainstorm about service projects pertaining to the veterans.  Ideas for other service learning projects can be found on the online CD – A Week of Service Learning http://www.ccfcs.org/aweekofservicelearning/ |

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)