

GETTING INVOLVED, CONNECTING TO MY COMMUNITY: STEP THREE

Focus Area: College and Career Readiness

Elevate Propel: Unit 2: Week 3, Lesson 3

Week 3, Mini-Activity

(U2: W3-L3; W2-MA)

Lesson Duration: 50 minutes

OVERVIEW

Elevate students will begin to build an understanding of the professional skills they will need to be successful in a career after graduation.

ELEVATE OBJECTIVES

Introduction / Getting Involved in Community Groups

- The purpose of this lesson is to help students understand the importance of being active members of their community and to learn the benefits of participating in projects within/for their community..
 - *Students will use problem-solving skills to find and review community groups that they can participate with.*
 - *Students will complete a Community Involvement Self Analysis worksheet to reflect what they know and want to know about their involvement in community groups.*
 - *Students will work in teams to research other community groups in their local neighborhoods.*
 - *Students will identify a community group to present on for the “Getting Involved in Community Groups” Week 4 Activity.*

COMMON CORE COLLEGE AND CAREER READINESS OBJECTIVES

- **CCSS.ELA-LITERACY.CCRA.SL.1** -_Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.
- **CCSS.ELA-LITERACY.CCRA.W.2** -_Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- **CCSS.ELA-LITERACY.CCRA.L.6** -_Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression

EXPLORE / ACT-TARGETED STANDARDS

- **Math** – Solve real-world problems that involve measures of central tendency; organize, display, and analyze data in a variety of ways

CASEL COMPETENCIES:

Social Awareness, Relationship Skills

7 AREAS OF A WHOLE PERSON

Social, Intellectual, Vocational

40 DEVELOPMENTAL ASSETS

- **Social Competencies** – Planning and Decision-Making

Materials ● Handouts, one for each student: - o “Getting Involved: Connecting to My Community: Bell Work ” ● Phone or Computer for a research project.	Preparation ● Room Set-Up: Desks in groups of four ● Make sure students have access to computers or phones for research ● Write the Elevate Objectives on the board ● Print Bell Work ● Vocabulary Word List from Unit 3: Week 1 placed on the wall ● Community Group pamphlets, printouts to help students make choices.
Strategies and Best Practices Used ● Group Discussion ● Small Group Work	Suggestions for Supplemental Learning ● Play videos about community groups and their usefulness to students, schools, families, etc. Community Engagement Video ● Use the Slide Mania free Presentation Slide Deck ●  U3: W1-L1; W2-A: Who Is In My Network Week 2 Ac... ● Once a student has a Community Group they have presented on, they can put that Groups name in their “Who is in My Network” worksheet.

BELL WORK

Warm-Up 10 minutes Team Teaching #1: G #2: BW #3: A 	- As the students walk in and during Bell Work, consider playing music. You can find great song selections about school at: https://en.wikipedia.org/wiki/List_of_songs_about_school - Hand out the Bell Work: “Getting Involved in Community Groups” to each student. - Questions for Bell Work: - How Involved am I in My Community: - I’m involved outside of my Elevate classes - I’m involved because of my participation in Elevate - I’m not involved even though I am in Elevate - I’m uncomfortable being involved in my community - I want to be more involved but I’m not sure how - Be sure to collect and review the Bell Work (make sure names are on student papers). A and G Teachers make a private list of students who seem to be struggling, then make a plan to reach out to those students at the conclusion of or outside of class.
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MINI-LESSON & ACTIVITY: “GETTING INVOLVED”

Group Discussion Small Group Work 15 minutes Team Teaching #2: L #3: A #1: A 	Lead Teacher Says: “Welcome! Welcome! Elevate! We are glad you are here! Thank you for completing your Bell Work. Let’s review our responses together. “Who feels confident enough to tell us about how you are engaged in a Community Group? And a teacher IS allowed to reply” (Allow them to respond.) “Why did you get involved with this group?” (Allow them to respond.) “How did you feel when you participated in events with this group?” (Allow them to respond.) “Does anyone else want to share? (Allow them to respond.) Lead Teacher Says: “I want to share with you about a time when I had to make a request from a friend/family member/, etc.” (share a brief shorty about asking for support for anything)
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	<i>“Can someone share a time when participating in a community group caused them to change their idea of what they wanted to be/do in life?”</i> <i>I want you to think about a few things first:</i> <i>What was the community group?</i> <i>What did you think about yourself before you worked with this group?</i> <i>How did working with this group impact you?” (Allow them to respond.)</i> Activity: Defining the Vocabulary: Lead Teacher Says: <i>“Today we are going to be working in groups to research a community group. We will report about it next week. This is a two week lesson, so we will:</i> <i>1. Research today</i> <i>2. Research next week</i> <i>3. Present our findings next week.</i> {Teacher Tip} Keep all stories short, simple, and job-related. This will help you to make connections between this skill and future job skills. - At the end of the session, ask the students to remember their experiences as they think about the next activity. - Try not to allow too many stories because students need to begin working on their research projects.
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ACTIVITY: “RESEARCHING A COMMUNITY GROUP”

House Charts 20 minutes	Researching A Community Group Activity: Instructions (Read Prior to Class).
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Team Teaching



#3: L



#1: A



#2: A



- o *Step One: Have students count (1.2.3 or 1.2.3.4) and break them into groups based on their number. **A Teachers** should observe and support group/partner work throughout this activity.*
- o *Step Two: Have students research various Community Groups in their local area.*
- o *Step 3: Once they have a group that they want to research, have students make a copy of the PDF Template.*
- o *Step 5: After students make a copy of the template, have them fill it out as a group and prepare to present to the class in the next session..*
- o *Step 6: Students will present their chosen community group research to the whole group.*

Lead Teacher Says: “Last week, we talked about the terms:

- *professional network*
- *ethics*
- *integrity*
- *diverse populations*
- *extended learning experiences*

We defined these terms as a team and they are on our Vocabulary Chart.”

“Now, we are adding a new term, “Community Group”. Who can share what a community group is and give us an example.” (Allow them to share.)

“These are great examples. How does understanding what a Community Group is and participating with one build on the skills we learned about the week prior?” (Allow them to share).

“How does it connect to being career or college ready?” (Allow them to share.)

“Thank you for sharing.”

“At this time, I want you to count off by 1.2.3. or 1.2.3.4.”

“When you have your number, quickly find your group and find a community group you want to research.

	Transition to the student research work as quickly as you can. {Teacher Tip} You might want to hand technology out as you go and have the link to the PDF readily available for students to access. Get several pamphlets, or printouts from community groups in your area to support students in finding options for their research projects.

EXIT STRATEGY AND STUDENT ACTION

Wrap Up 5 minutes Team Teaching  #1: L  #2: G  #3: A	<i>"Elevate! We are almost at our time for the day."</i> <i>"I would like for you all to take a few minutes to put your last thoughts for today into your Google Slide. Remember, you will have some time next week to prepare."</i> <i>"I'm excited to learn more about your research."</i> Student Action: <i>Students will participate in a group activity by helping to research a Community Group.</i>
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GETTING INVOLVED, CONNECTING TO MY COMMUNITY: STEP FOUR

Focus Area: College and Career Readiness

Elevate Propel: Unit 2: Week 4, Mini-Lesson 4

Week 4, Activity

(U2: W4-ML4; W4-A)

Lesson Duration: 50 minutes

OVERVIEW

Elevate students will begin to build an understanding of the professional skills they will need to be successful in a career after graduation. Students will investigate the importance of ethics, personal integrity, working with diverse populations, and they will learn introductory skills in building networks that support their individual future career plans.

ELEVATE OBJECTIVES

Introduction / Community Group Research

- The purpose of this lesson is to help students understand the importance of being active members of their community and to learn the benefits of participating in projects within/for their community..
 - *Students will use problem-solving skills to find and review community groups that they can participate with.*
 - *Students will complete a Community Involvement Self Analysis worksheet to reflect what they know and want to know about their involvement in community groups.*
 - *Students will work in teams to research other community groups in their local neighborhoods.*
 - *Students will identify a community group to present on for the “Getting Involved in Community Groups” Week 4 Activity.*

COMMON CORE COLLEGE AND CAREER READINESS OBJECTIVES

- **CCSS.ELA-LITERACY.CCRA.SL.1** -_Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.
- **CCSS.ELA-LITERACY.CCRA.L.6** -_Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

EXPLORE / ACT-TARGETED STANDARDS

- **Math** – Solve real-world problems that involve measures of central tendency; organize, display, and analyze data in a variety of ways

CASEL COMPETENCIES:

Social Awareness, Relationship Skills

7 AREAS OF A WHOLE PERSON

Social, Intellectual, Vocational

40 DEVELOPMENTAL ASSETS

- **Social Competencies** – Planning and Decision-Making

Materials ● Handouts, one for each student: ○ “Connecting to My Community: Who is in My Network WorkSheet”	Preparation ● Room Set-Up: Desks in groups of four to six ● Write the Elevate Objectives on the board ● Place the student’s Houses, from the previous week, up on the wall.
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Strategies and Best Practices Used ● Group Discussion ● Independent work ● Group Work	Suggestions for Supplemental Learning ● Use the Slide Mania free Presentation Slide Deck ●  U3: W1-L1; W2-A: Who Is In My Network Week 2 Ac... ● Once a student has a Community Group they have presented on, they can put that group's name in their “Who is in My Network” worksheet. ● Post a participation RUBRIC in the room to help students remember ELEVATE Norms.
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ACTIVITY: “GETTING INVOLVED: RESEARCHING A COMMUNITY GROUP - RESEARCH PROJECT”

House Charts 50 minutes Team Teaching  #3: L  #1: A  #2: A 	Researching a Community Group Activity Instructions (Read Prior to Class). ○ <i>Step One: Have students get into their groups from the previous week.</i> ○ <i>Step Two: Have the class work in teams for 20 minutes, set a timer on a watch or a clock</i> ○ <i>Step 3: Walk around the room and coach students to complete their presentation</i> ○ <i>Step 4: When 15 minutes are over, have students get ready to present their research in the whole group give each team 5-7 minutes depending on how many teams you have and how much time you have before you close the group</i> ○ <i>Step 5: Have students share their work to the class</i>
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Lead Teacher Says: “As we discussed last week, we are all participating in a research project. Please get into your groups and I will set a timer for 15 min. Teachers will come around to check in with you. If we need more time, we will do presentations the following week.

Lead Teacher Says: “OK Teams, let’s get started.

Put 15 minutes on the clock: [15 Min](#)

“OK Teams, in the next 30 minutes we are going to present our research. Each team has 5- 7 minutes to share their slides. If we run out of time, we will finish the presentations next week.

“Let’s get started.”

“In our daily Elevate Propel classes, we learn how to present as Elevate Students. I am going to quickly review our norms for presentations and speakers.” (Go over your classroom norms.)

“As teams present, IF you hear about a Community Group that you want to add to your list of resources, write them down in your [Who is in My Network Worksheet](#).

“Introducing Group 1” (Allow them to present. Give them high praise.)

“Introducing Group 2” (Allow them to present. Give them high praise.)

“Introducing Group 3” (Allow them to present. Give them high praise.)

“Introducing Group 4” (Allow them to present. Give them high praise.)

- Allow groups to present and encourage them to read the slide if they are nervous. This is practice!

{Teacher Tip}

Remember, praise, praise, praise! Talking in front of people is difficult.

To Close:

		Lead Teacher Says: “Thank you Elevate! As you head out today, I want you all to know how proud of you we are. I will see you in our College and Career classes. Next week, we are going to be talking about Community Service Projects.

BELL WORK: GETTING INVOLVED: CONNECTING TO MY COMMUNITY - STEP THREE

Warm-up question:

How's your day so far? (10 is high, 1 is low)

1 2 3 4 5 6 7 8 9 10

What is the key reason for your rating?

What is Bell Work? At the beginning of every class, we will have Bell Work. Take your time to answer the questions below. Every day you will turn this item in and sometimes it will be graded.

The Purpose of Bell Work: Bell Work gives you an idea of what we will discuss in class that day. It also gives us an idea of what you already know, what you want to know and what you have learned.

Please put an X on any line that best describes your level of Community Engagement (you can select more than one) :

_____ *I'm involved outside of my Elevate classes*

_____ *I'm involved because of my participation in Elevate*

_____ *I'm not involved even though I am in Elevate*

_____ *I'm uncomfortable being involved in my community*

_____ *I want to be more involved but I'm not sure how*

GETTING INVOLVED: CONNECTING TO MY COMMUNITY STEP FOUR - RESEARCHING

COMMUNITY GROUPS ACTIVITY: [MAKE A COPE OF THIS PDF](#)

