

GETTING INVOLVED, COMMUNITY SERVICE - STEP FIVE

Focus Area: College and Career Readiness

Elevate Propel: Unit 2: Week 5, Lesson 5

Week 5, Mini-Activity

(U2: W5-L5; W5-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 / Community Service

- 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..
 - o *Students will identify a problem in their community that needs to be addressed.*
 - o *Students will discuss possible solutions to their community problem.*
 - o *Students will identify key groups who can support them in providing a solution to the community problem that they have identified.*
 - o *Students will identify skills that are transferable from community service work to their future career plans.*

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: - o “Getting Involved: Community Service: Bell Work ” ● Phone or Computer for a research project.	Preparation ● Room Set-Up: Desks in U Shape ● Write the Elevate Objectives on the board ● Print Bell Work ● Vocabulary Word List from Unit 3: Week 1 placed on the wall
Strategies and Best Practices Used ● Group Discussion ● Small Group Work	Suggestions for Supplemental Learning ● Play videos about Community Service. ●  U3: W1-L1; W2-A: Who Is In My Network Week 2 Ac... ● Once a student identifies businesses and groups that can support their community service ideas, they can put that information 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, Community Service” to each student. - Questions for Bell Work: <i>Please describe a need in your community and explain how solving this need will make your community better :</i> - Name a Problem or issue in your community that needs to be addressed: _____ - What would your community be like if this problem was solved: _____ _____ _____ - 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: “It’s nice to see you all today Elevate! In this Unit we have talked about Getting Involved. We have discussed vocabulary words that help us develop our future career skills, we have had presentations on community groups that are in our local area that provide services to our community, and now we are going to look at how we can support our communities through community service projects.” “Community service is work done by a person or group of people that benefits others. It is often done near the area where you live, so your own community reaps the benefits of your work. You do not get paid to perform community service, but volunteer your time. “I’m going to show you a video about community service. As you watch this video keep thinking about our vocabulary list and ask yourself, how
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	<i>will this help me develop my future career goals? Our vocabulary words are on the Vocabulary Chart we created at the beginning of this unit.”</i> Video:  What Is Community Service? (FULL-LENGTH VERSION) <i>“Thinking about your Bell Work and the video, what difficulties do you see your community struggling with that you would like to see addressed?” (Allow time to reply).</i> <i>“If you could dream out loud, how would your community improve if this issue was fixed” (Allow them to respond.)</i> <i>“How would you feel if this was not a problem any longer?” (Allow them to respond.)</i> <i>“Thank you for sharing.”</i> Lead Teacher Says: <i>“The emotions that get stirred when we think about the problems we see in our community can be overwhelming, but I also want us to think about how this project connects to our professional goals after high school or college.”</i> <i>“How many of you know that helping someone also teaches you a skill?” (share a brief short story that connects to the skills in the vocabulary list: integrity, professional network, ethics, diverse populations, extended learning experiences.)</i> Activity: Defining the Vocabulary: Lead Teacher Says: <i>“Our Activity today will be to work as a class to identify a community service project that we can do given our time, space, transportation, community connections, etc. Then we will vote on what project we would like to do as a class.</i> {Teacher Tip} Listen to all ideas. Help students think through all of the parameters that will impact a project without dashing their dreams or making them feel powerless. At the end of the session, ask the students to remember their experiences as they think about the next activity.
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ACTIVITY: "COMMUNITY SERVICE PROJECT"

House Charts 20 minutes Team Teaching  #3: L  #1: A  #2: A 	Community Service Project Activity: Instructions (Read Prior to Class). - o <i>Step One: Have students work in a whole group to identify a community service project that they can do for their school or community.</i> - o <i>Step Two: Once the class has identified a project, purchase the supplies needed to complete the project next week.</i> - o <i>Step 5: Remind students often that they are building college and career readiness skills.</i> - o <i>Step 6: Students will not present in front of a class, but continue to check in with them to see how they feel about working on the community service project. Even if they hate it, remind them of the valuable skills they are learning along the way.</i> Lead Teacher Says: "As a reminder, in this Unit on Getting Involved we have discussed: • professional network • ethics • integrity • diverse populations • extended learning experiences • Community Groups We are now adding Community Service - which we defined during Bell Work. 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.) "Today, we are going to gather ideas for a small community service project. We will then put those ideas through a rigorous examination. Finally, we will choose our project and plan our project as a team."
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	<i>"When we think about our ideas, there are several questions we need to ask:</i> <i>1. What is the need?</i> <i>2. What supplies will we need?</i> <i>3. What is our budget and who can we recruit to help us get the supplies for our project?</i> <i>4. How much time will it take to put our project together?</i> <i>5. What will we do to get our service to those we want to serve?</i> {Teacher Tip} Have a few ideas ready to go such as shoebox supplies for people experiencing homelessness, etc. Try to help students generate ideas that can be completed in a week (However, if your team is able to take more time, you can make the project bigger and take more time to complete it - less than 1-3 weeks for planning and implementation).

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 us to take a few minutes to put our final ideas for the day. Next week we get to put our project into action!"</i> <i>"I hope you are as excited as I am."</i> Student Action: <i>Students will participate in the Community Service Project in some way.</i>
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GETTING INVOLVED, COMMUNITY SERVICE - STEP SIX

Focus Area: College and Career Readiness

Elevate Propel: Unit 2: Week 6, Mini-Lesson 6
Week 6, Activity
(U2: W6-ML6; W6-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.

CASEL COMPETENCIES:

Social Awareness, Relationship Skills, Problem-Solving

Materials - List all the supplies your class determined it would need to complete this project: - o Camera or Phone to pictures of students participating in the Community Service Project. - o item 1 - o item 2 - o item 3 - o item 4	Preparation - Room Set-Up: Remove desk or chairs to make sure there is enough space or enough tables for students to work depending on the project. - Write the Elevate Objectives on the board - Place the service project information on a wall or board as a reminder of the class's goal.
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Strategies and Best Practices Used - Group Discussion - Group Work	Suggestions for Supplemental Learning - Students can put the skills they learn in the Classroom Tracker that was created during Unit 1 - 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. - Post a participation RUBRIC in the room to help students remember ELEVATE Norms.
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ACTIVITY: "GETTING INVOLVED: COMMUNITY SERVICE PROJECT - RESEARCH PROJECT"

House Charts 50 minutes Team Teaching  #3: L  #1: A  #2: A 	Community Service Project Activity Instructions (Read Prior to Class). - o Step One: Gather students in the classroom to prepare for implementing their service project. - o Step Two: Make sure you have organized supplies to make it easier on students and your team. - o Step 3: Be prepared to have fun! Lead Teacher Says: "As we discussed last week, we are all participating in a community service project. Please come on in, remember our Elevate Norms, and let's prepare to have fun while we help others.." "As we work, let's connect our project to our vocabulary words. "How does our project increase our integrity?" (Allow them to respond.)
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	<i>“How does our project develop our professional network?” (Allow them to respond.)</i> <i>“How does this project help us to practice ethical behavior?” (Allow them to respond.)</i> <i>“How will this project connect us to diverse populations?” (Allow them to respond.)</i> <i>“How is this project giving us an extended learning experience?” (Allow them to respond.)</i> <i>“And how does our community service project help us to inform the community groups that serve our local community?” (Allow them to respond.)</i> <i>BIG REMINDER: You will list this Volunteer experience in the classroom tracker that you got in Unit 1: Introduction to College and Career.</i> Lead Teacher Says: <i>“I will be watching the time as we work and coaching us on completing our tasks. As a group, we will determine if we need more time</i>
	● Allow students and teachers to work together to get supplies ready for the project. If the project can be implemented by the next week, be prepared to coach as work. {Teacher Tip} Remember, praise, praise, praise! To Close: Lead Teacher Says: “Thank you Elevate! Next week, we are going to be talking about Community Connections to Business Organizations.

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 describe a need in your community and explain how solving this need will make your community better :

Name a Problem or issue in your community that needs to be addressed:

What would your community be like if this problem was solved:

GETTING INVOLVED: CONNECTING TO MY COMMUNITY STEP FOUR - RESEARCHING

COMMUNITY GROUPS ACTIVITY: [LIST PROJECT ON YOUR TRACKER UNDER VOLUNTEER EXPERIENCE](#)

[illegible]

Total Points	1.0000	0.5000			0.0000	
Total Possible Points	100.0%	50.0%			0.0%	
Percentage of Total Possible Points		100.00%				
To enter points and values:	Enter the points you got over the possible number of points (i.e. .25, .50, 1, 2, etc)).					
	Enter the percentage of the classes you passed over all (i.e. 85% or 100%).					

