QUEST
for success

Name:	
Date:	
Class/Section:	

Performance Task Description:

As a member of the community it is important to understand how individuals can impact the world around them and how the characteristics of servant leadership and altruism are common qualities in local and national heroes. You will research a hero who displays characteristics of servant leadership and altruism and create a social media profile that illustrates his or her contributions. You will reflect on how the qualities of servant leadership and altruism in the selected hero can be inspirational to you and others in your community.

Goals:

- Define servant leadership and the characteristics and benefits of altruism.
- Develop and demonstrate the characteristics of servant leadership: listening, empathy, healing awareness, persuasion, conceptualization, foresight, stewardship, Commitment to the growth of people, building community.
- Evaluate problems in your community and apply leadership skills to create goals that improve the lives of people or address community issues.

Essential Questions:

- What is servant leadership and how can I apply qualities of servant leadership in my classroom, school, and community?
- What is altruism and how can I apply altruistic characteristics in my school, home, and community?
- What qualities and values define a good citizen?
- How can community service help me develop career and executive skills and support my personal growth and citizenship?
- What types of careers help people and shape communities?
- How do my personal values and goals relate to servant leadership?

Directions:

Step 1: Finding Your Hero

- Research heroes using the provided resources.
- Select one hero who displays the qualities of servant leadership and altruism.

Step 2: Creating Your Hero's Profile

- Create a one-page LinkedIn look alike profile of the hero. You can use the following page to help you think through and develop the profile.
- Highlight how the characteristics of servant leadership and altruism are displayed in this hero and how he or she impacts his or her community.

Step 3: Reflecting on How You Can Make a Difference

- Develop a reflection paragraph (3 or 4 sentences) on how you can use the characteristics of servant leadership and altruism to make an impact in your community.
- Discuss with your peers how you can inspire others to make a difference in their community.

Resources:

- https://www.giraffe.org
- https://www.cnn.com/specials/cnn-heroes

Creating a Professional Profile

Steps to creating your headline:

1. Identify and list four to six of your best keywords.

_____	_____
_____	_____
_____	_____

2. Identify and list several of your important describing statements that resonate with your reader.

    _____
    _____
    _____
    _____
    _____

3. Create your headline using the keywords and describing statements you identified above. Use 120- characters or less.

    _____
    _____
    _____
    _____
    _____
    _____

Your Profile Summary

1. Begin with a strategy statement that describes who you are.

    _____
    _____
    _____
    _____
    _____
    _____

2. Develop a summary of what you have accomplished in your academic or work life so far.

    _____
    _____
    _____
    _____
    _____

3. Communicate what you are you looking for right now. What are your present goals? Be precise.

    _____
    _____
    _____
    _____
    _____

Experience
Job Titles-Make sure you word job titles correctly since the titles carry more weight than the description in the LinkedIn algorithm. Description of jobs-Be clear and concise. Let employers know what you have done so they know what you are capable of doing now.

Skills
This is a good place for a bulleted list of skill that make you valuable to an employer. This may include manual labor skills, technology skills, or leadership skills. Anything that makes you more engaging to employers.

Education
If you've graduated from the school, you can put when you attended; otherwise, you can put your expected graduation year.

Volunteer Experience
List anywhere you have volunteer experience, interests, and active participation in groups, organizations, and influencers.

_____
_____
_____
_____
_____
_____
_____

Accomplishments
List any additional accomplishments that may not be listed above. This is a great place to include multiple languages, publications, or honors organizations.

_____
_____
_____
_____
_____
_____
_____

Professional Profile

First Name

Last Name

Headline:

Introduction

Education: If you've graduated from the school, you can put when you attended; otherwise, you can put your expected graduation year.

Country:

Zip Code: Zip code does not appear on your public profile but helps suggest job or internship opportunities in your area.

Industry:

Summary
Write in first person just like you are talking to the interviewer. Treat this like a cover letter.

Experience

Here are some things you can include in the experience section: Internships, both paid and unpaid; Part-time jobs; Entrepreneurial or freelance work

Title

Company

Summary

Experience (cont.)

Title

Company

Summary

Skills

- _____

- _____

- _____

- _____

- _____

Volunteer Experience

Organization _____   Role _____

Cause _____

Start Date _____   End Date _____

Description _____

Accomplishments

- _____
- _____
- _____
- _____

Student Name: _____   Date: _____   Section #: _____

Unit 5 Performance Task 1: Heroes Among Us Rubric and Checklist

Deliverables

1. All required sections of the LinkedIn profile are complete.	Yes	No
2. The LinkedIn profile represents an individual who portrays the characteristics of servant leadership and altruism.	Yes	No

Relational Skills and Personal Attributes

3. The student demonstrated an understanding of integrity by choosing a hero who portrays the characteristics of servant leadership and altruism.	Yes	No

Quality Indicators	Meets or Exceeds Expectations	Not Yet or Inconsistently Meets Expectations	Does Not Meet Expectations	Comments
Applied Knowledge: Critical Thinking Skills	The one-page LinkedIn profile of a hero who has the characteristics of servant leadership and altruism, and the students demonstrates all of the requisite skills: • critical thinking • creativity • ability to make sound decisions • ability to solve problems • ability to reason logically • ability to plan well • ability to organize ideas well	The one-page LinkedIn profile of a hero who has the characteristics of servant leadership and altruism. The student demonstrates some of the requisite skills, but does not demonstrate the skills checked: ☐ critical thinking ☐ creativity ☐ ability to make sound decisions ☐ ability to solve problems ☐ ability to reason logically ☐ ability to plan well ☐ ability to organize ideas well	The one-page LinkedIn profile of a hero who has the characteristics of servant leadership and altruism does not demonstrate enough of the requisite skills to demonstrate applied knowledge.	

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Applied Knowledge: Career-Related Technical Skills	Student demonstrates all of the following skills to display background knowledge and understanding of key concepts of altruism and servant leadership: • ability to identify the key concepts of altruism and characteristics of a servant leader. • ability to understand how servant leaders effect their community • ability to identify how their superhero/servant leader inspires them to take action in their community	Student demonstrates some of the requisite skills to display background knowledge and understanding of key concepts, of altruism and servant leadership but does not demonstrate the skills checked ☐ ability to identify the key concepts of altruism characteristics of a servant leader. ☐ ability to understand how servant leaders effect their community ☐ ability to identify how their superhero/servant leader inspires them to take action in their community	Student does not demonstrate enough of the requisite skills to display background knowledge and understanding of altruism and servant leadership.	

Executive Skills		Student demonstrates the requisite skills required to • apply information technology appropriately when creating a LinkedIn profile • apply information technology effectively by creating a profile of a hero who demonstrates servant leadership and altruism	Student does not demonstrate one of the requisite skills required to ☐ apply information technology appropriately when creating a LinkedIn profile ☐ apply information technology effectively by creating a profile of a hero who demonstrates servant leadership and altruism	Student does not demonstrate enough to the requite skills to apply information technology appropriately and effectively.
Communication Skills		Student demonstrates all of the requisite communication skills by meeting the following indicators: • actively listens to instructions necessary to complete the task • thoroughly comprehends the material found in the research to identify a hero • accurately conveys written information to show understanding of servant leadership and altruism	Student demonstrates some of the requisite communication but does not demonstrate the skills checked below: ☐ actively listens to instructions necessary to complete the task ☐ thoroughly comprehends the material found in the research to identify a hero ☐ accurately conveys written information to show understanding of servant leadership and altruism	Student does not demonstrate enough of the requisite skills of listening or comprehending and conveying written information.

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Executive and Communication Skills: Information Use	Student demonstrates all of the requisite information use skills by meeting the following indicators: • ability to use research information to identify a hero who portrays servant leadership and altruism • ability to communicate information by creating a LinkedIn profile page	☐ Student does not demonstrate one of the requisite information use skills: ☐ ability to use research information to identify a hero who portrays servant leadership and altruism ☐ ability to communicate information by creating a LinkedIn profile page	Student does not demonstrate enough to the requisite skills to demonstrate information use skills.

NOTES:

Name:	
Date:	
Class/Section:	

Performance Task Description:

There is no better feeling than being able to identify and solve a challenge in your community. Service to your community is a way to give back and helps to make positive change and improve lives. As a servant leader, you will be responsible for leading this change. You and your team will investigate a common need within your community to develop and implement a community service project. You will document this community service project through an impact plan that addresses your community need and your expected outcomes that will improve your community. You and your student team will present your community service project to various groups to advocate for the sustainability and longevity of their impact plan. In doing so, you and your team will demonstrate the power to create meaningful impact and create real change within your community.

Goals:

- You will define servant leadership and the characteristics and benefits of altruism.
- You will develop and demonstrate the 10 characteristics of servant leadership including: Listening, Empathy, Healing Awareness, Persuasion, Conceptualization, Foresight, Stewardship, Commitment to the Growth of People, Building Community.
- You will evaluate problems in their community and apply leadership skills to create goals that improve the lives of people or address community issues.
- You will conduct research and a simple needs assessment to determine the needs of individuals or a community.
- You will apply servant leadership skills to develop a community service projects that helps people or helps to shape their community.
- You will implement a community service project.
- You will apply technology to implement a community service project.

Essential Questions:

- What is servant leadership and how can you apply qualities of servant leadership in your classroom, school, and community?
- What is altruism and how can you apply altruistic characteristics in your school, home, and community?
- What qualities and values define a good citizen?
- How can community service help to develop career and executive skills while also supporting personal growth and citizenship?
- What types of careers help people and shape communities?
- How do your personal values and goals relate to servant leadership?

Directions:

Step 1: Conduct Research on Community Service Projects

- Determine team roles and responsibilities—teams can develop a team contract as necessary
- Define primary and secondary data sources needed to conduct a needs assessment to create a community

Directions:

service project
- Develop and implement a needs assessment that collects primary data sources
- Apply data analysis techniques to analyze both primary and secondary data collected through a needs assessment to influence the community service project

Step 2: Define the Community Service Project and Impact Document
- Develop a goal statement for the community service project
- Develop impact statements for the community service project
- Develop an evaluation plan for the community service project
- Develop a project plan to implement the community service project

Step 3: Implement the Community Service Project
- Implement project management techniques to complete the community service project—teams can develop project schedules, performance management plans, risk logs, and evaluation plans as necessary
- Note: If the community service project can be done in class, class time should be given to student teams to complete PBT 2. If the community service project needs to be completed outside of class, classroom time can be used for project planning

Step 4: Present and Advocate for the Community Service Project
- Develop a presentation and present the community service project to a select presentation group, which can include but is not limited to another class within the school, school faculty, community partners, the chamber of commerce, a faith-based group, etc.
- Complete the impact document which lays the groundwork for the community service project and can be used to advocate to continue the project

Resources:

- Needs Assessment Template
- Community Service Project Impact Document Template
- Team Contract Template
- Project Schedule Template
- Risk Log Template
- Performance Management Template
- Project Evaluation Template

Please refer to: 129 examples of community service projects to reference ideas for developing a community service projects. Remember that you do not have to choose a project on this list. The list is meant to be an example of the type of project that are possible.

Below you will find a suggested tool for creating your project teams and crafting your needs assessment:
http://montana4h.org/documents/volunteer/volunteer_webinars/2014.11.25_AK_Service%20Learning%20Action%20Plan.pdf

Needs Assessment Template

Team Name:

_____

A needs assessment is used to develop a snapshot of local policy, systems, and environmental change strategies currently in place and helps to identify areas for improvement. With this data, communities can map out a course for health improvement by creating strategies to make positive and sustainable changes. In this unit you will develop a needs assessment that includes both primary and secondary data sources to determine what action your team should take to implement the community service project. Specifically, student teams will:

- Develop a short needs assessment that includes primary sources (5 to 10 questions); and
- Conduct research using secondary data sources during class through the provided resources.

Remember there are several methods for collecting primary sources of data, including questionnaires, observations, focus groups, interviews, and case studies.

Needs Assessment Template: In the space below respond to the questions to further define the type of primary and secondary data that the needs assessment will address. Determine the scope of the community service project and how data will be collected.

In the space provided below determine the scope of the community service project:	
What types of community issues does the student team want to address?	
What type of impact does the student team want to have on the community?	
Based on these two responses, what type of detail should the needs assessment include?	

In the space provided below determine how primary and secondary data will be collected, the timeline for collection, and guiding questions for the primary and secondary data collection:	
What type of primary data need to be collected to inform the community service project?	
What is the best method to collect the primary data and with what audience?	
Based on the above responses, generate 5 to 10 questions for the primary data collection:	1. 2. 3. 4. 5.
What type of secondary data need to be collected to inform the community service project?	
What is the best method to collect the secondary data and from what source?	

Based on the above responses, generate guidelines to inform secondary data collection.	1. 2. 3. 4. 5.

Community Service Project Impact Document Template

Team Name:

The Community service Project Impact Document is a framing tool to define the project, the impact the project will have on the community, procedurals steps to accomplish the project, and ways in which the project can be sustained. The impact document will serve as a project planning tool for the student team. Additional student templates are provided to develop a team contract, project schedule, performance management plan, risk log, and project evaluation. Student teams should use template tools as needed.

Impact Document Template: In the space below define the community service project and the impact the project will have on the community.

In the space provided below, list characteristics of the community service project:	
Develop a goal statement for the community service project:	The goal statement should address what the community service project will achieve
Develop an impact statement for the community service project:	The impact statement should address the type of impact the project will have on the community

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Develop two metrics that the community service project will address (must be based on needs assessment):	1. Metrics should be specific and based on data collected through the needs assessment 2. Metrics should be measurable during the term of the community service project—and have a defined baseline and target

In the space provided below, describe how the student team will execute and evaluate the community service project:	
How will team members' roles and responsibilities be developed and coordinated to execute the project?	
How will team members' actions steps be defined and coordinated to execute the project?	
What process will the student team use to identify and eliminate risks associated with	

the project?	
What process will the student team use to manage team performance and individual student performance associated with the project?	
How will team members develop an evaluation plan to evaluate the project?	

Team Contract Template

Team Name

_____

These are the terms of group conduct and cooperation that we agree on as a team.

Participation: We agree to...

_____

_____

_____

_____

Communication: We agree to...

_____

_____

_____

_____

Meetings: We agree to...

_____

_____

_____

_____

Conduct: We agree to...

_____

_____

_____

_____

_____

Conflict: We agree to...

_____

_____

_____

_____

_____

Deadlines: We agree to...

_____

_____

_____

_____

Team Member Signatures	

Student Name: _____   Date: _____   Section #: _____

Unit 5 Performance Task 2: Community Service Project

Deliverables

1.	All required sections of the community needs assessment are complete.	Yes	No
2.	All required sections of the community service project are complete.	Yes	No
3.	All required parts of the interactive presentation are complete.	Yes	No
4.	All required sections of the impact description are complete.	Yes	No

Relational Skills and Personal Attributes

5.	The student demonstrated effective independent work habits		
	a. responsibility	Yes	No
	b. self-discipline	Yes	No

Quality Indicators	Meets or Exceeds Expectations	Not Yet or Inconsistently Meets Expectations	Does Not Meet Expectations	Comments
Applied Knowledge: Critical Thinking Skills	Student demonstrates all of the requisite skills when researching the helping professions and shadowing, interviewing, and videoing a helping professional: • critical thinking • creativity • ability to make sound decisions • ability to solve problems • ability to reason logically • ability to plan well • ability to organize ideas well	Student demonstrates some of the requisite skills when researching the helping professions and shadowing, interviewing, and videoing a helping professional but does not demonstrate the behaviors checked below: ☐ critical thinking ☐ creativity ☐ ability to make sound decisions ☐ ability to solve problems ☐ ability to reason logically ☐ ability to plan well ☐ ability to organize ideas well	Student does not demonstrate enough applied knowledge when researching the helping professions or shadowing, interviewing, and videoing a helping professional.	

Career Navigation Skills	Student demonstrates background knowledge and understanding of key concepts about the helping profession through all of the following indicators: • ability to understand the impact of the helping professions on careers • ability to understand the link between helping professions to altruism, servant leadership and service learning • identify steps to embark on pathways that lead to a career in the helping professions	Student demonstrates some background knowledge and understanding of key concepts about the helping profession but not the indicators checked below: ☐ ability to understand the impact of the helping professions on careers ☐ ability to understand the link between helping professions to altruism, servant leadership and service learning ☐ identify steps to embark on pathways that lead to a career in the helping professions	
Executive and Communications Skills: Executive Skills	Student demonstrates the ability to: • manage time and other resources effectively to complete all the requirements of the needs assessment and community service project. • complete all required tasks on time.	Student demonstrates some ability to: ☐ manage time and other resources effectively to complete all the requirements of the needs assessment and community service project. ☐ complete all required tasks on time.	Student does not demonstrate the ability to manage time and other resources effectively to complete all the requirements of the needs assessment and community service project. Student completes few tasks on time.
Executive and Communications Skills: Communication Skills	Student demonstrates all of the requisite communication skills by meeting the following	Student demonstrates some of the requisite communication skills but does not meet the	Student does not demonstrate the required communication skills when researching the

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Civic Engagement Skills	indicators: • effectively communicates verbally in an interactive presentation • actively listens to instructions necessary to complete the task • accurately conveys information as a means to promote the helping profession	indicators checked below: ☐ effectively communicates verbally in an interactive presentation ☐ actively listens to instructions necessary to complete the task ☐ accurately conveys information as a means to promote the helping profession	helping professions or shadowing, interviewing and videoing a helping professional.
	Student demonstrates all of the requisite civic engagement skills by meeting the following indicators: • developing an awareness of major national, state, and local governance issues by conducting an interview • participating in civic and community-based organizations by shadowing a helping professional	Student demonstrates some of the requisite civic engagement skills but not the indicator checked below: ☐ developing an awareness of major national, state, and local governance issues by conducting an interview ☐ participating in civic and community-based organizations by shadowing a helping professional	Student does not demonstrate enough of the civic engagement skills when interviewing and shadowing a helping professional.

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Name:	
Date:	
Class/Section:	

Performance Task Description:
Helping professions embody the definition of altruism, servant leadership, and service learning. In order to better understand how careers can provide opportunities to help improve the lives of others or the community, it is necessary to understand the potential career pathways and potential jobs in these professions. Students will participate in a job shadowing activity and conduct an interview to better understand a helping professional. Students will also develop a multimedia presentation that shares what they have learned.

Goals:
- Define servant leadership and the characteristics and benefits of altruism.
- Develop and demonstrate the characteristics of servant leadership: listening, empathy, healing awareness, persuasion, conceptualization, foresight, stewardship, commitment to the growth of people, and building community.
- Research jobs and careers that are helping professions and what career pathways are available to access these jobs.

Essential Questions:
- What is servant leadership and how can I apply qualities of servant leadership in my classroom, school, and community?
- What is altruism and how can I apply altruistic characteristics in my school, home, and community?
- What qualities and values define a good citizen?
- How can service learning help me develop career and executive skills and support my personal growth and citizenship?
- What types of careers help people and shape communities?
- How do my personal values and goals relate to servant leadership?

Directions:
Step 1: Define Helping Professionals
- Discuss the link between helping professionals and altruism, servant leadership, and service learning.
- Define career pathways that lead to a career as a helping professional.

Step 2: Find Your Helping Professional
- Collaborate with others to determine the helping professionals in your community.
- Identify one person in your community who you would characterize as a helping professional.
- Develop a written introduction to the identified person seeking permission to conduct a job shadow, interview, and record their responses.
- Finalize arrangements to conduct the job shadow, interview, and recording.

Directions:

Step 3: Conduct for the Job Shadow and Interview

- Develop interview questions that reflect the career pathway, job skills, community impact, and personal values of the helping professional.
- Research the occupational demands of a helping professional (training required to enter the profession, job outlook for the profession, potential entry salary and growth options in the profession).
- Conduct the job shadow and interview.

Step 4: Create Your Multimedia Presentation

- Create biographical sketch of your helping professional using audio/visual technology.
- Select technology for the biographical sketch including but not limited to YouTube, Prezi, podcast, Facebook, twitter, Instagram, etc. You will need to receive consent from the person before you make the presentation publicly available.
- Develop a brief introduction to the biographical sketch and share the introduction with your class.
- Post the biographical sketch using an electronic format to achieve the most views possible.
- Write reflections on your classmates work through a document sharing format (i.e. Padlet or Google Docs) to provide constructive feedback to other students as you respond to their helping profession paragraphs.

Resources:

- Job Shadow Template

Job Shadow Template

Student Name: _____

Job Shadowing is a way to learn about specific careers by accompanying a professional during their normal day to day activities. During this activity the student will

- develop a written introduction to the helping professional they want to job shadow;
- develop interview questions that reflect the career pathway, job skills, community impact, and personal values of the helping professional;
- schedule and make arrangements to conduct the job shadow experience, which includes permission forms and teacher assignments; and
- complete the job shadow reflection and collect artifacts that depict experiences during the job shadow.

Job Shadow Checklist
In the space provided below write complete or not complete for actions taken by the student to prepare for the job shadow experience.

Action Complete or Not Complete	Description of Action
	Develop written introduction to helping professional
	Send written introduction to helping professional
	Confirm date/time for job shadow with helping professional
	Develop interview questions for job shadow
	Complete parent job shadow permission form
	Complete teacher job shadow permission form
	Complete job shadow reflection

Job Shadow Parent Permission Form
Name of Student: _____

Date of Job Shadow: _____

Contact Information for Company and Helping Professional
Helping Professional Name: _____

Helping Professional Phone: _____

Helping Professional Email: _____

Company Name: _____

Company Address: _____

Company Phone: _____

Company Email: _____

Student Permission Statement
The student agrees to complete the job shadow expectations which includes an interview and reflection on the identified date. The student will seek permission from his/her parents/guardian to participate in the job shadow along with his/her teachers. The student agrees to make-up all missed classroom assignments. The student will make arrangements with his/her parents/guardian to travel to the job shadow experience.

Signature of the Student: _____

Date: _____

Parent/Guardian Permission Statement
I have read all information regarding the job shadow experience. I understand that my son/daughter will be participating with the designated employer and helping professional to conduct a job shadow and interview. I understand that _____ public schools accepts no responsibility for health, accident, or transportation insurance while my child is out of school for his/her job shadow experience. I agree to provide or arrange transportation for my son/daughter to attend the job shadow experience.

Signature of the Parent: _____

Date: _____

Teacher Permission Statement
The student will seek permission from his/her teachers to participate in a job shadowing experience. The student agrees to make-up all missed classroom assignments.

Name of Student: _____

Date of Job Shadow: _____

Period One Teacher Signature: _____

List of Assignments:

Period Two Teacher Signature: _____

List of Assignments:

Period Three Teacher Signature: _____

List of Assignments:

Period Four Teacher Signature: _____

List of Assignments:

Period Five Teacher Signature: _____

List of Assignments:

Period Six Teacher Signature: _____

List of Assignments:

Jobs Shadow Evaluation and Reflection

Name of Student: _____

Date of Job Shadow: _____

Helping Professional Name: _____

1. What type of work was observed during the job shadow experience?

2. Describe the occupation that you observed during the job shadow experience?

3. Describe the company that participated in the job shadow?

4. What did you like best about the job shadow experience?

5. What did you like least about the job shadow experience?

6. What type of community impact did the helping professional display?

Student Name: _____   Date: _____   Section #: _____

Unit 5 Performance Task 3: Helping Professions Awareness Campaign Rubric and Checklist

Deliverables

		Yes	No
1.	All required sections of the helping professions research are complete.	Yes	No
2.	All required sections of the biographical sketch are complete.	Yes	No
3.	All components of the job shadowing assignment are complete.	Yes	No
4.	All required sections of the social media posts are complete.	Yes	No

Relational Skills and Personal Attributes

		Yes	No
5.	The student demonstrated effective independent work habits		
a.	responsibility	Yes	No
b.	self-discipline	Yes	No

Quality Indicators	Meets or Exceeds Expectations	Not Yet or Inconsistently Meets Expectations	Does Not Meet Expectations	Comments
Applied Knowledge: Critical Thinking Skills	Student demonstrates all of the requisite skills when researching the helping professions and shadowing, interviewing, and videoing a helping professional: • critical thinking • creativity • ability to make sound decisions • ability to solve problems • ability to reason logically • ability to plan well • ability to organize ideas well	Student demonstrates some of the requisite skills when researching the helping professions and shadowing, interviewing, and videoing a helping professional but does not demonstrate the behaviors checked below: ☐ critical thinking ☐ creativity ☐ ability to make sound decisions ☐ ability to solve problems ☐ ability to reason logically ☐ ability to plan well ☐ ability to organize ideas well	Student does not demonstrate enough applied knowledge when researching the helping professions or shadowing, interviewing, and videoing a helping professional.	

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Career Navigation Skills	Student demonstrates background knowledge and understanding of key concepts about the helping profession through all of the following indicators: • ability to understand the impact of the helping professions on careers • ability to understand the link between helping professions to altruism, servant leadership and service learning • identify steps to embark on pathways that lead to a career in the helping professions	Student demonstrates some background knowledge and understanding of key concepts about the helping profession but not the indicators checked below: ☐ ability to understand the impact of the helping professions on careers ☐ ability to understand the link between helping professions to altruism, servant leadership and service learning ☐ identify steps to embark on pathways that lead to a career in the helping professions	
Executive Skills	Student demonstrates the ability to • manage time effectively to complete all the required tasks on time • manage resources effectively to complete the shadowing, interviewing and videoing of a helping professional • communicate effectively by interviewing and videoing a helping	Student does not demonstrate the following abilities: ☐ manage time effectively to complete all the required tasks on time ☐ manage resources effectively to complete the shadowing, interviewing and videoing of a helping professional ☐ communicate effectively by interviewing and videoing a helping professional and posting through social media ☐ apply information	Student does not demonstrate enough of the required executive skills when researching the helping professions or when shadowing, interviewing and videoing a helping professional.

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	professional and posting through social media • apply information technology appropriately when posting through social media • apply information technology effectively when posting to social media to increase the number of views	technology appropriately when posting through social media ☐ apply information technology effectively when posting to social media to increase the number of views	
Communication Skills	Student demonstrates all of the requisite communication skills by meeting the following indicators: • effectively communicates verbally in an interactive presentation • actively listens to instructions necessary to complete the task • accurately conveys information as a means to promote the helping profession	Student demonstrates some of the requisite communication skills but does not meet the indicators checked below: ☐ effectively communicates verbally in an interactive presentation ☐ actively listens to instructions necessary to complete the task ☐ accurately conveys information as a means to promote the helping profession	Student does not demonstrate the required communication skills when researching the helping professions or shadowing, interviewing and videoing a helping professional.
Information Use Skills	Student demonstrates all of the requisite information use skills by meeting the following indicators:	Student does not demonstrate one of the requisite information use skills: ☐ use research information to	Student does not demonstrate the ability to use and communicate information to complete a biographical sketch

	• use research information to understand the benefits and demands of the helping profession • communicate information by creating a biographical sketch and posting on social media	☐ communicate information by creating a biographical sketch and posting on social media	understand the benefits and demands of the helping profession and posting on social media.
Civic Engagement Skills	Student demonstrates all of the requisite civic engagement skills by meeting the following indicators: • developing an awareness of major national, state, and local governance issues by conducting an interview • participating in civic and community-based organizations by shadowing a helping professional	Student demonstrates some of the requisite civic engagement skills but not the indicator checked below: ☐ developing an awareness of major national, state, and local governance issues by conducting an interview ☐ participating in civic and community-based organizations by shadowing a helping professional	Student does not demonstrate enough of the civic engagement skills when interviewing and shadowing a helping professional.

Heart Disease and Stroke!

Occupation Titles:

- Surgical Technician
- Physician Assistant
- Registered Nurse
- Medical doctor
- Social Worker

Level of Education's:

Surgical technician

Degree Level: Diploma, certificate or associate's ...

Degree Field(s): Surgical technology

Key Skills: Understanding of medical terminolo...

Licensure/Certification: Voluntary certification .

Physician Assistant

Those looking to pursue a career as a physician assistant need to first earn a bachelor's degree. There is no specific undergraduate major required, although there is a need to complete science courses in anatomy microbiology physiology in addition to others.

Level's continued

Registered nurse

Required Education: Bachelor's degree, assoc...

Other Requirements: State licensure

Medical Doctor

Field(s) of Study: Pre-med or biological sciences ...

Degree Levels: Bachelor's degree followed by ...

Licensure/Certification: State licensure required

Level's continued

Social worker

Social worker are required to have a bachelor of social work from a school approved by the council on social work education. States also often require that social workers obtain a masters in social work or a relevant doctoral degree before applying for advanced social work licensure. In order to become a social worker you have to take the social work exams. States require applicants to take standardized examinations administered by the ASWB and they also have to have supervised experience.

Average Salaries:

Surgical Technician - $45,940

Physician Assistant- $104,760

Registered Nurse- $68,450

Medical Doctor- $189,000 a year

Social Worker- $47,980 a year

How do the select occupation and patient work together?

Nurses are one of the most trusted groups of professionals in the United States ,according to results of an annual survey published by the American Nurses Association. Example: Surgical technologists also called operating room technicians assist in surgical operations. They prepare operating rooms, arrange equipment, and hep doctors during surgeries.

What type of treatment or support is typically provided to the patient to help resolve the medical or mental health issue?

Doctor and patient discussing mental health treatment. Psychiatrists, nurses mental health asides and peer support Professionals. Sometimes, referred to mistaken as physician's assistant, physician assistant are medical providers who are licensed

Based on your select occupation, what type of treatment or support would you recommend to the patient ?

Can I recommend an over-the -counter (OTC) medication to a client? Because (OTC) medications do not require a prescription , a nurse can recommend an (OTC) medication and/or administer it without an order.

Education Required:

The education need to work as a Surgical Technician is to complete a diploma, certificate or associated degree program work in the field. To work as a Physician Assistant you must have a required applicants, have at least three years of healthcare experience. Bachelor's Degree Programs. An aspiring RN can earn a bachelor's of science in nursing (BSN) in four years at a college or university

How does your recommended treatment or support relate to the recommended care that your team will also provide ?

A highly skilled registered nurse (RN) can be very helpful to a cancer patient at home and can help relieve the burden on family members. A nurse comes to the home, looks at the care needs you and your family have, and sets up a plan of care along with the doctor. Services may include the care of wounds, ostomy care, giving existing treatments, giving and supervising medicines, and watching for side effects. Your care plan may also include giving supportive care, like pain control, as well as instruction and emotional support. The needs of both the patient and the family are covered.

How are the roles and responsibilities of the healthcare and public health occupations similar and different?

- Healthcare is treating people who come into the clinic and Public Healthcare is like trying to treat a community. Healthcare and public health occupations are similar because they both serve the patients and their families according to their needs and they both develop health care plans for the patient. They also provide nursing services and treatment.

- Healthcare and public health occupations are different because public health focuses on the health in perspective of populations, not individuals and healthcare focuses on the health in perspective of individuals and their families to meet their certain need criteria.

What type of role does each of the healthcare and public health occupations have in working with the community?

The roles and activities of community health workers (CHws) (center for Health workforce Studies) are tailored to meet the unique needs of the communities they serve. A CHws' role also depends on factors such as whether they work in the healthcare or social services sectors. ... Creating connections between vulnerable populations and healthcare systems

How would your team recommend that healthcare and public health professionals work to help educate the community about the public health issue?

The work of public health professionals is important because public health initiatives (assess or initiate) affect people every day in every part of the world. It addresses broad issues that can affect the health and well-being of individuals, families, communities, populations, and societies–both now, and for generations that will come in the future.

How would your team recommend that healthcare and public health professions work to prevent the assigned public health issue?

Inform, educate, and empower people about health issues.

... Develop policies and plans that support individual and community health efforts. Enforce laws and regulations that protect health and ensure safety. Link people to needed personal health services and assure the provision (The action of providing or supplying for use) of health care when otherwise unavailable.

The End!

Enjoy

Alcoholism

Patient : Joe Joesecca

OCCUPATION TITLE: PSYCHIATRIST

LEVEL OF EDUCATION: 4 YEARS

WORK OF ENVIRONMENT: COMMUNITY MENTAL HEALTH CENTRES, HOSPITALS, OR CLINICS

JOB FUNCTIONS: PHYSICIANS WHO DIAGNOSE, TREAT, AND HELP PREVENT DISORDERS OF THE MIND. PRESCRIBE, DIRECT, OR ADMINISTER PSYCHOTHERAPEUTIC TREATMENTS OR MEDICATIONS TO TREAT MENTAL, EMOTIONAL, OR BEHAVIORAL DISORDERS.

RESPONSIBILITIES: CLINICAL PSYCHIATRISTS EVALUATE, DIAGNOSE AND TREAT PATIENTS WITH MENTAL DISORDERS. THEY MAY WORK IN OFFICES, HOSPITALS OR MENTAL HEALTH CLINICS. CLINICAL PSYCHIATRISTS MAY PRESCRIBE MEDICATION OR SUGGEST THERAPY ACCORDING TO THEIR PARENTS' NEEDS.

HOW DOES THIS OCCUPATION RELATE TO A HELPING PROFESSIONAL? THERAPISTS CAN HELP SOMEONE BETTER UNDERSTAND AND COPE WITH THOUGHTS, FEELINGS AND BEHAVIORS. THEY CAN ALSO OFFER GUIDANCE AND HELP IMPROVE A PERSON'S ABILITY TO ACHIEVE LIFE GOALS. THESE MENTAL HEALTH PROFESSIONALS MAY ALSO HELP ASSESS AND DIAGNOSIS MENTAL HEALTH CONDITIONS.

HOW DOES THE PSYCHIATRIST AND PATIENT WORK TOGETHER?: PSYCHIATRISTS PROVIDE PSYCHOLOGICAL TREATMENT, PRESCRIBE MEDICATIONS AND DO PROCEDURES SUCH AS ELECTROCONVULSIVE THERAPY. AS PART OF THEIR WORK, A PSYCHIATRIST CAN: PROVIDE URGENT CARE FOR A SUDDEN MENTAL ILLNESS.

WHAT TYPE OF TREATMENT OR SUPPORT IS TYPICALLY PROVIDED TO THE PATIENT TO HELP RESOLVE THE MEDICAL OR MENTAL HEALTH ISSUE? SUPPORT THAT THE PATIENT MIGHT NEED S A LOCAL GROUP FOR ALCOHOLICS, MEDICATION, BEING HONEST ABOUT THEIR PROBLEMS, AND TO STOP DRINKING IMMEDIATELY.

BASED ON YOUR SELECT OCCUPATION, WHAT TYPE OF TREATMENT OR SUPPORT WOULD YOU RECOMMEND TO THE PATIENT? I WOULD RECOMMEND THINGS LIKE ALCOHOL COUNSELING, REHAB, SELF HELP GROUPS, ACTIVITIES, AND ADVICE.

HOW DOES YOUR RECOMMENDED TREATMENT OR SUPPORT RELATE TO THE RECOMMENDED CARE THAT YOUR TEAM WILL ALSO PROVIDE?

MY TREATMENT RELATES TO THE RECOMMENDED CARE THAT MY TEAM WILL PROVIDE BECAUSE THEY HAVE SIMILAR TREATMENTS TO MINE SUCH AS REHAB AND COUNSELING.

HOW ARE THE ROLES AND RESPONSIBILITIES OF HEALTHCARE AND PUBLIC HEALTH OCCUPATIONS SIMILAR AND DIFFERENT? A HEALTH PROFESSIONAL MAY OPERATE WITHIN ALL BRANCHES OF HEALTH CARE, INCLUDING MEDICINE, SURGERY, DENTISTRY, MIDWIFERY, PHARMACY, PSYCHOLOGY, NURSING OR ALLIED HEALTH PROFESSIONS. A HEALTH PROFESSIONAL MAY ALSO BE A PUBLIC/COMMUNITY HEALTH EXPERT WORKING FOR THE COMMON GOOD OF THE SOCIETY, BUT A PUBLIC HEALTH HAS BEEN DEFINED AS "THE SCIENCE AND ART OF PREVENTING DISEASE, PROLONGING LIFE AND PROMOTING HUMAN HEALTH THROUGH ORGANIZED EFFORTS AND INFORMED CHOICES OF SOCIETY, ORGANIZATIONS, PUBLIC AND PRIVATE, COMMUNITIES AND INDIVIDUALS". WHAT IS ALIKE ABOUT THEM IS THEY BOTH HELP PEOPLE AND HELP OUT WITH THE COMMUNITY.

WHAT TYPE OF ROLE DOES EACH OF THE HEALTHCARE AND PUBLIC HEALTH OCCUPATIONS HAVE IN WORKING WITH THE COMMUNITY?

HEALTHCARE PROFESSIONAL ROLE: HEALTH PROFESSIONALS PLAY A CENTRAL AND CRITICAL ROLE IN IMPROVING ACCESS AND QUALITY HEALTH CARE FOR THE POPULATION. THEY PROVIDE ESSENTIAL SERVICES THAT PROMOTE HEALTH, PREVENT DISEASES AND DELIVER HEALTH CARE SERVICES TO INDIVIDUALS, FAMILIES AND COMMUNITIES BASED ON THE PRIMARY HEALTH CARE APPROACH.

PUBLIC HEALTH ROLE: PUBLIC HEALTH PROFESSIONALS ANALYZE AND DEVELOP PROGRAMS THAT PROTECT THE HEALTH OF INDIVIDUALS, FAMILIES AND COMMUNITIES IN THE UNITED STATES AND ABROAD. BECAUSE OF THEIR "BIG PICTURE" PERSPECTIVE, PUBLIC HEALTH EXPERTS PLAY A KEY ROLE IN EMERGENCY PREPAREDNESS AND RESPONSE.

HOW WOULD YOUR TEAM RECOMMENDED THAT HEALTHCARE AND PUBLIC HEALTH PROFESSIONALS WORK TO HELP EDUCATE THE COMMUNITY ABOUT THE PUBLIC HEALTH ISSUE? THEY WOULD RECOMMEND THAT THEY COME TOGETHER AND TRY NEW TREATMENTS.

HOW WOULD YOUR TEAM RECOMMEND THAT HEALTHCARE AND PUBLIC HEALTH PROFESSIONS WORK TO PREVENT THE ASSIGNED PUBLIC HEALTH ISSUE? WE WILL WORK TO PREVENT THE ASSIGNED PUBLIC ISSUE BY TESTING THE TREATMENTS. WE CAN HELP REDUCE OR EVEN AVOID THE PATIENTS OR FAMILIES' ANXIETY BY LISTENING TO PATIENTS. EVEN ASKING PATIENTS AT THE ONSET HOW THEY ARE FEELING COULD KEEP THEM FROM GOING INTO RELIEF-BEHAVIOR MODE.

Community Health Worker

Occupation Title: Community Health Worker

Level of Education: 0-2 years

Average Salary: 38,180 per year

Work Environment: Health educators and community health workers work in a variety of settings, including hospitals, nonprofit organizations, government, doctors' offices, private businesses, and colleges. They generally work full time.

Job Functions and Responsibilities: Helping individuals, families, groups and communities develop their capacity and access to resources, including health insurance, food, housing, quality care and health information.

TO BE CONTINUED......

How does this occupation relate to a helping professionals? - Community health workers hired by health care agencies often have a disease or population-based focus, such as promoting the health of pregnant women or children, improving nutrition, promoting immunization or providing education around a specific health issue, such as diabetes or HIV/AIDS.

How do the select occupation and patient work together? - The role of the community health worker started as a societal position, appointed by and responsible to the community's members. Advocates and activists dedicated their time and talents to ensuring that local people received the health information, resources and health care services they needed.

What type of treatment or support is typically provided to the patient to help resolve the medical or mental health issue? - Treatment includes going to a program for detox – that means cleaning out the body. · Medicines are available to treat severe withdrawal and to prevent tremors and seizure while in detox. ·

TO BE CONTINUED...... PART 2

Based on your select occupation, what type of treatment or support would you recommend to the patient? - Please note: NIAAA recently launched the NIAAA Alcohol Treatment Navigator. This online tool helps you find the right treatment for you — and near you. It guides you through a step-by-step process to finding a highly qualified professional treatment provider. Learn more at https://alcoholtreatment.niaaa.nih.gov.

How does your recommended treatment or support relate to the recommended care that your team will also provide? - The patient should remain in treatment with a doctor as well as therapy and attending recovery groups after detox and consider medicine for treatment. These decisions should be made with the doctor and therapist.

How are the roles and responsibilities of the healthcare and public health occupations similar and different? - Part of what makes a CHW such an effective member of a health care delivery team is the flexibility and diversity of what they can do within the clinic and in the community. The primary responsibilities of any CHW working in the HCH setting are to build trusting relationships with clients and to connect those clients to care, eliminating barriers and advocating for systemic changes along the way. Healthcare Assistants (HCAs) work within a range of NHS hospital or community settings under the guidance of a variety of healthcare professionals.

What type of role does each of the healthcare and public health occupations have in working with the community? -

To Be Continued......Part 3

What type of role does each of the healthcare and public health occupations have in working with the community? - Public health is the science and art of creating healthy communities through education, research and promotion of healthy lifestyles. In public health, the focus is on health promotion and disease/injury prevention, in contrast to the medical model of care, which focuses more heavily upon diagnosing and treating illnesses and conditions after they occur.

How would your team recommended that healthcare and public health professionals work to help educate the community about the public? - My team would make a group and talk about it. We would go around the community to help and educate people.

How would your team recommended that healthcare and public health professions work to prevent the assigned public health issue? - I would persuade and inform them to stop

Occupation Research and Reflection

Occupation Title : Social Worker

Level Of Education : 4 years

Average Salary : $53,968 per year

Work Environment : Social workers work in a variety of settings, including mental health clinics, schools, child welfare and human service agencies, hospitals, settlement houses, community development corporations, and private practices.

Job Functions and Responsibilities : Social workers help clients handle everyday life problems. They often assist clients who have issues caused by neglect, abuse, domestic violence, mental health and parental substance abuse. Clinical social workers may also diagnose and treat mental, behavioral, and emotional issues. Social workers support individuals and their families through difficult times and ensure that vulnerable people, including children and adults, are safeguarded from harm. Their role is to help in improve outcomes in peoples lives. They maintain professional relationships and act as guides and advocates.

How does this occupation relate to a helping professional?. Social workers deal with the external factors that impact a persons situation and outlook... In thousands of ways, social workers help people of every age and background, all across the country. The most well-known aspect of the social work profession is providing direct services or therapy directly to clients.

Say NO to Alcohol

Simulated Method of Treatment

How do the select occupation and patient work together? : Social workers will often serve as liaisons between different institutions to assist patients and collaborate with other health professionals to ensure patient wellness. ... Social workers address legal issues, such as assisting with hearings and providing testimony relating to their patients.

What type of treatment or support is typically provided to the patient to help resolve the medical health issue? : Doctors use sedatives or benzodiazepines to treat extreme agitation. They also use Cognitive behavioral therapy because it is the most effective form of psychotherapy for anxiety disorders. To treat inability to maintain employment doctors use

Say No To Alcohol

Continue Method of Treatment

Based on your select occupation, what type of treatment or support would you recommend to the patient? : I would recommend counseling or medications, including antidepressants for anxiety. For extreme agitation I would recommend your doctor to prescribe medications called sedatives or benzodiazepines.

DRUGS ARE BAD

And alcohol is bad. You shouldn't drink alcohol.

Continue Method of Treatment

How does your recommended treatment or support relate to the recommended care that your team will also provide? : My treatment relates to the recommended care that my team will provide because we all have a certain treatment for our patients mental disorders that can help them all at once, like my treatment is for anxiety. My team got treatments for high blood pressure, profuse sweating; ad stomach problems.

Model of Community Engagement

How are the roles and responsibilities of healthcare and public health occupations similar and different? : Public health professionals analyze and develop programs that protect the health of individuals, families and communities in the United States and abroad. Because of their "big picture" perspective, public health experts play a key role in emergency preparedness and response. Healthcare professionals provide essential services that promote health, prevent diseases and deliver health care services to individuals, families and communities based on the primary health care approach.

Do you think that doing alcohol is cool?

Continue of Model of Community Engagement

What type of role does each of the healthcare and public health occupations have in working with the community? Health professionals play a central and critical role in improving access and quality health care for the population. They provide essential services that promote health, prevent disease and deliver health care services to individuals, families and communities based on the primary health care approach.

How would your team recommended that healthcare and public health professionals work to help educate the community about the public health issue? They would suggest that we work together and try a lot of treatments to help with the public issue and work with the patient a long time so, they can become cured.

I'm never drinking again

NO ALCOHOL FOR ME!

Continue of Model of Community Engagement

How would your team recommend that healthcare and public health professions work to prevent the assigned public health issue? We will work to prevent the assigned public issue by testing the treatments. We can help reduce or even avoid the patients or families' anxiety by listening to patients.

Level of education – Four years in a **bachelor's degree** in **psychology**, education or other field. One-two years in a **master's degree** program. Programs may require a one-year **internship**.

Average salary – **Average Substance Abuse Counselor Salary**

$38,716

Job functions and responsibilities – offer guidance to individuals, couples, families and groups who are dealing with issues that affect their mental health and well-being.

How does this occupation relate to helping professional – **Professional counselors** help clients identify goals and potential solutions to problems which cause emotional turmoil.

What type of treatment or support is typically provided to the patient to help resolve the medical or mental health issue. A support group is a group meeting where members guide each other towards the shared goal of recovery. Support groups are often comprised of nonprofessionals, but peers that have suffered from similar experiences.

Select occupation what type of treatment or support would you recommended to the patient ?

A abuse counselor will discuss your addiction as well as your past. The counselor will attempt to get to know more abuse your substance use (current and past) as well as factors that may have influenced and perpetuated your drug use. Your counselor will help you come to better understand your addiction and learn healthier coping skills.A drug abuse counselor will help you identify negative patterns and help you confront behavioral and emotional issues that may be hindering your progress. We will do simple things like meditation processes and activities that help the patient keep his mind off alcohol.

How does your recommend treatment or support relate to the recommend care that your team will also provide?

It relates to the care my team will provide because we have good treatments that can really help the patient.

How are the roles and responsibilities of the healthcare and public health occupations similar and different?

Healthcare professional;: They provide essential services that promote health, prevent diseases and deliver health care services to individuals, families and communities based on the primary health care approach.

Public health has been defined as "the science and art of preventing disease, prolonging life and promoting human health through organized efforts and informed choices of society, organizations, public and private, communities and individuals"

What type of role does each of the healthcare and public health occupations have in working with the community?

The roles and activities of community health workers (CHWs) are tailored to meet the unique needs of the communities they serve. A CHWs' role also depends on factors such as whether they work in the healthcare or social services sectors. Creating connections between vulnerable populations and healthcare systems.

How would your team recommend that healthcare and public health professionals work to help educate the community about there public health issue? They think they should all come together and try new treatments and work together. So, they can learn about each other and find out what they need to do to prevent alcohol problems from happening.

How would your team recommended that healthcare and public health professions work to prevent the assigned public health issue? By recognizing triggers, don't keep alcohol at home, engage in other activities, and build a social support network

how does your recommended care that your team will also provide? My treatment relates to the recommended care that my team will provide because we all have a certain treatment for our patients mental disorders that can help him all at once, like my treatment is for substance abuse. My team got treatments for high blood pressure, profuse sweating, ad stomach problems and mental problems.

How do the select occupation and patient work

- Meeting with clients to evaluate their health and substance problem
- Identifying issues and create goals and treatment plans
- Teaching clients coping mechanisms
- Helping clients find jobs or reestablish their career
- Leading group therapy sessions

Name:	
Date:	
Class/Section:	

Performance Task Description:

Healthcare and public health occupations are increasing in Louisiana and across the nation. The ability to work with stakeholders to solve healthcare and related illness is necessary to support our community and our nation. The ability to prevent future healthcare issues through education and protection is necessary to prevent physical and mental health issues. **Healthcare occupations** are those careers that help people who are currently sick or need additional support. **Public health occupations** are those careers that work to prevent people in a community or state from getting sick and to promote physical and mental health. You and your team will investigate one of the Center for Disease Control's seven identified major public health issues and educate your peers about the issue, common solutions, and models of prevention. You and your team will then assume the role of a healthcare or public health professional to review a patient case study and determine a model of simulated care. In doing so, you and your team will showcase the occupation, methods of treatment, and ways in which you can engage the community to educate people about the public health issue.

Goals:

- You will evaluate problems in their community and apply leadership skills to create goals that improve the lives of people or address community issues.
- You will conduct research and a simple needs assessment to determine the needs of individuals or a community.
- You will research public health issues and related healthcare or public health occupations.
- You will develop a model of simulated patient care through research and evaluation of healthcare and public health occupations and related procedures.

Essential Questions:

- What qualities and values define a good citizen?
- What types of careers help people and shape communities?
- How do your personal values and goals relate to servant leadership?

Directions:

Step 1: Investigate Public Health Issues & Presentation

- Determine team roles and responsibilities—teams can develop a team contract as necessary
- Research the Center for Disease Control's top public health issues, choosing one of the seven public health issues identified for this unit (Alcohol; Cigarette Smoking; Hearth Disease and Stroke; Motor Vehicle Crash; Nutrition, Physical Activity, and Obesity; Prescription Drugs)
- Develop a brief presentation that educates your peers about the assigned public health issue, the presentation should
  - provide an overview of the public health issue;
  - discuss the impact of the public health issue on individual people and local communities;
  - showcase common methods to educate people about the public health issue; and
  - describe successful models of community support to help address the public health issue.

Step 2: Simulate a Public Health and Healthcare Environment

- Review the provided case study related to the assigned public health issue.
- Assign roles and responsibilities for each group member, each group member will select an occupation from the provided list and assume the role of a public health or healthcare professional.

Directions:

- Research the select occupation to
  - Identify common occupational characteristics, including the level of education, average salary, type of work environment, and typical jobs functions and responsibilities
  - Reflect on how the occupation is a helping professional
- Develop a simulated method of treatment for the patient described in the case study based on your select occupation.
  - Describe the relationship that you, as the healthcare or public health professional, would have with the patient described in the case study
  - Discuss the type of treatment or support you, as the healthcare or public health professional, would provide to the patient described in the case study
- Develop a model of community engagement to educate the public about the assigned public health issue.
  - Describe how you and your team, as healthcare or public health professionals, would work with the community to prevent the public health issue
  - Develop a model of community engagement that you and your team, as healthcare or public health professionals, would implement to support people who are impacted by the public health issue

Step 3: Present your Simulated Public Health and Healthcare Solution

- Develop a presentation that showcases your work to address the public health issue.
  - Present a brief overview of the public health issue
  - Describe the case study and provide an overview of the sample patient
  - Describe each occupation associated with the case study and how the select occupations would interact with the sample patient and the type of care they would provide the patient
  - Discuss how you and your team, of healthcare and public health professionals, would work together to prevent the public health issue and work together to treat people who are impacted by the public health issue

Resources:

- Case Study: Alcohol
- Case Study: Cigarette Smoking
- Case Study: Heart Disease and Stroke
- Case Study: Motor Vehicle Crash
- Case Study: Nutrition, Physical Activity, and Obesity
- Case Study: Prescription Drugs
- Project Schedule Template
- Team Contract Template
- Project Evaluation Template

Case Study: Alcohol

According to the Center for Disease Control, excessive alcohol use leads to approximately 22,000 deaths per year and shortens the lives of individuals by an average age of 30 years. Additionally, excessive drinking is responsible for 1 in 10 deaths among working age adults (20-64 years) and costs the United States approximately $200 million per year in related healthcare expenses. See here for more information.

Directions: As a team of healthcare and public health professionals, you will work together to help address public health issues at both the individual and community levels. This includes working together to provide support for a simulated patient who is impacted by a public health issue and developing a community-based strategy that helps to prevent the public health issue. An outline of the case study is provided below.

● Review the list of occupations related to the case study. Select an occupation that is of interest. Each group member will then assume the role of the select occupation in helping to address the public health issue and provide support for the patient described in the case study.

● Review the case study and profile of the simulated patient. Research the select public health or healthcare occupation to identify common occupational characteristics, including the level of education, average salary, type of work environment, and typical jobs functions and responsibilities. Develop a three or four sentence reflection on how the occupation is a helping professional.

● Work individually to develop a simulated method of treatment for the patient described in the case study. The treatment method should describe the relationship that you, as the healthcare or public health professional, would have with the patient and the type of treatment or support you would provide to the patient. Discuss your model of treatment with your team.

● Work as a team to develop a model of community engagement that describes how you and your team, as healthcare or public health professionals, would work with the community to prevent the public health issue. Record you method to engage the public and prevent the public health issue.

● Work as a team to develop a model of community engagement that supports people who are impacted by the public health issue. This can include how you and your team, as healthcare or public health professionals, would work together to support individuals impacted by the public health issue and how the services and supports you provide are complementary.

● Work as a team to develop a multimedia presentation that follows the outline provided in the PT 4 design brief.

Related Occupation Title	Student Name
1. Addiction Counselor or Substance Abuse Counselor	

2. Occupational Therapy Practitioner	
3. Psychiatrist	
4. Social Worker or Case Manager	
5. Community Health Worker	

Case Study Profile Alcohol

Patient Name	Joe Joesecca
Age	52
Gender	Male
Employment Status	Not employed
Medical Symptoms	- High blood pressure - Stomach problems/issues - Inability to eat and maintain weight - Tremors and shaking of the hands - Profuse sweating - Insomnia - Poor balance and delayed reflexes
Mental Health Symptoms	- Anxiety - Extreme agitation - Inability to maintain employment

Occupation Research and Reflection

Occupation Title	
Level of Education	
Average Salary	
Work Environment	
Job Functions and Responsibilities	
How does this occupation relate to a helping professional?	

Simulated Method of Treatment

How do the select occupation and patient work together?	
What type of treatment or support is typically provided to the patient to help resolve the medical or mental health issue?	

DEPARTMENT of EDUCATION
louisiana Believes

Based on your select occupation, what type of treatment or support would you recommend to the patient?	
How does your recommended treatment or support relate to the recommended care that your team will also provide?	

Model of Community Engagement

How are the roles and responsibilities of the healthcare and public health occupations similar and different?	
What type of role does each of the healthcare and public health occupations have in working with the community?	
How would your team recommend that healthcare and public health professionals work to help educate the community about the public health issue?	
How would your team recommend that healthcare and public health professions work to prevent the assigned public health issue?	

Case Study: Heart Disease and Stroke

According to the Center for Disease Control, heart disease and strokes and other related illness kill more than 600,000 people per year, which translates to 1 out of every 4 deaths and 1 out of every 2 deaths for men. Further, heart disease is the leading cause of death for most racial/ethnic groups and costs the United States about $200 billion per year in related healthcare expenses. See here for more information.

Directions: As a team of healthcare and public health professionals, you will work together to help address public health issues at both the individual and community levels. This includes working together to provide support for a simulated patient who is affected by a public health issue and developing a community-based strategy that helps to prevent the public health issue. An outline of the case study is provided below.

● Review the list of occupations related to the case study. Select an occupation that is of interest. Each group member will then assume the role of the select occupation in helping to address the public health issue and provide support for the patient described in the case study.

● Review the case study and profile of the simulated patient. Research the select public health or healthcare occupation to identify common occupational characteristics, including the level of education, average salary, type of work environment, and typical jobs functions and responsibilities. Develop a three or four sentence reflection on how the occupation is a helping professional.

● Work individually to develop a simulated method of treatment for the patient described in the case study. The treatment method should describe the relationship that you, as the healthcare or public health professional, would have with the patient and the type of treatment or support you would provide to the patient. Discuss your model of treatment with your team.

● Work as a team to develop a model of community engagement that describes how you and your team, as healthcare or public health professionals, would work with the community to prevent the public health issue. Record you method to engage the public and prevent the public health issue.

● Work as a team to develop a model of community engagement that supports people who are impacted by the public health issue. This can include how you and your team, as healthcare or public health professionals, would work together to support individuals impacted by the public health issue and how the services and supports you provide are complementary.

● Work as a team to develop a multimedia presentation that follows the outline provided in the PT 4 design brief.

Related Occupation Title	Student Name
1. Surgical Technician	
2. Registered Nurse	
3. Medical Doctor	
4. Physician Assistant	

5. Social Worker	

Case Study Profile Heart Disease and Stroke

Patient Name	Bill Billstein
Age	58
Gender	Male
Employment Status	Employed
Medical Symptoms	- High blood pressure - Shortness of breath - Nausea - Irregular heartbeat - Chest discomfort - Profuse sweating - Often dizzy or lightheaded - Snores while sleeping
Mental Health Symptoms	- Anxiety - Prone to depression - High stress work environment

Occupation Research and Reflection

Occupation Title	
Level of Education	
Average Salary	
Work Environment	
Job Functions and Responsibilities	
How does this occupation relate to a helping professional?	

Simulated Method of Treatment

How do the select occupation and patient work together?	
What type of treatment or support is typically provided to the patient to help resolve the medical or mental health issue?	
Based on your select occupation, what type of	

treatment or support would you recommend to the patient?	
How does your recommended treatment or support relate to the recommended care that your team will also provide?	

Model of Community Engagement

How are the roles and responsibilities of the healthcare and public health occupations similar and different?	
What type of role does each of the healthcare and public health occupations have in working with the community?	
How would your team recommend that healthcare and public health professionals work to help educate the community about the public health issue?	
How would your team recommend that healthcare and public health professions work to prevent the assigned public health issue?	

Case Study: Motor Vehicle Crash

According to the Center for Disease Control, motor vehicle crashes are responsible for more than 32,000 deaths per year and more than 2 million injuries. One out of every 3 crashes in the United States is the result of alcohol or substance abuse and 1 out of every 3 crashes involves speeding or driving while distracted (e.g. texting). Further, motor vehicle crashes cost the United States approximately $871 billion per year in related healthcare expenses. See here for more information.

Directions: As a team of healthcare and public health professionals, you will work together to help address public health issues at both the individual and community levels. This includes working together to provide support for a simulated patient who is impacted by a public health issue and developing a community-based strategy that helps to prevent the public health issue. An outline of the case study is provided below.

● Review the list of occupations related to the case study. Select an occupation that is of interest. Each group member will then assume the role of the select occupation in helping to address the public health issue and provide support for the patient described in the case study.

● Review the case study and profile of the simulated patient. Research the select public health or healthcare occupation to identify common occupational characteristics, including the level of education, average salary, type of work environment, and typical jobs functions and responsibilities. Develop a three or four sentence reflection on how the occupation is a helping professional.

● Work individually to develop a simulated method of treatment for the patient described in the case study. The treatment method should describe the relationship that you, as the healthcare or public health professional, would have with the patient and the type of treatment or support you would provide to the patient. Discuss your model of treatment with your team.

● Work as a team to develop a model of community engagement that describes how you and your team, as healthcare or public health professionals, would work with the community to prevent the public health issue. Record you method to engage the public and prevent the public health issue.

● Work as a team to develop a model of community engagement that supports people who are impacted by the public health issue. This can include how you and your team, as healthcare or public health professionals, would work together to support individuals impacted by the public health issue and how the services and supports you provide are complementary.

● Work as a team to develop a multimedia presentation that follows the outline provided in the PT 4 design brief.

Related Occupation Title	Student Name
1. Paramedic	
2. Surgeon	
3. Emergency Medical Technician	

4. Speech Language Pathologist	
5. Physical Therapist	

Case Study Profile Motor Vehicle Crash

Patient Name	Bobby Wobstan
Age	35
Gender	Male
Employment Status	Employed
Medical Symptoms	- Headaches - Neck and shoulder pain - Numbness - Often dizzy or lightheaded - Nausea - Lack of energy - Broken leg, set at scene of accident, required surgery - Head trauma, slurred speech
Mental Health Symptoms	- Post traumatic stress - Required to speak/interact with clients at work - Required to travel at work

Occupation Research and Reflection

Occupation Title	
Level of Education	
Average Salary	
Work Environment	
Job Functions and Responsibilities	
How does this occupation relate to a helping professional?	

Simulated Method of Treatment

How do the select occupation and patient work together?	
What type of treatment or support is typically provided to the patient to help resolve the medical or mental health issue?	
Based on your select	

occupation, what type of treatment or support would you recommend to the patient?	
How does your recommended treatment or support relate to the recommended care that your team will also provide?	

Model of Community Engagement

How are the roles and responsibilities of the healthcare and public health occupations similar and different?	
What type of role does each of the healthcare and public health occupations have in working with the community?	
How would your team recommend that healthcare and public health professionals work to help educate the community about the public health issue?	
How would your team recommend that healthcare and public health professions work to prevent the assigned public health issue?	

Case Study: Nutrition, Physical Activity, and Obesity

According to the Center for Disease Control, 7 of the top 10 leading causes of death are due to chronic diseases and treating people with chronic disease. Chronic diseases are often related to personal health, eating habits, physical activity, and obesity. Approximately 1 out of every 5 children and 1 out of every 3 adults in the United States struggles with obesity. Further, obesity costs the United States approximately $147 billion per year in related healthcare expenses and expenses related to treatment of chronic diseases account for 86% of all healthcare costs in the United States. See here for more information.

Directions: Review the list of occupations related to the case study below. Select an occupation that is of interest. Review the case study and profile of the simulated patient. Research the select public health or healthcare occupation. Assume the role of the select occupation to develop a method(s) of treatment for patient described in the case study and ways in which the select occupation engages the public to help prevent the public health issue.

Related Occupation Title	Student Name
1. Health/Wellness Educator	
2. Pediatrician	
3. Dietitian/Nutritionist	
4. Healthcare Social Worker	
5. Behavioral Counselor	

Case Study Profile Nutrition, Physical Activity, and Obesity

Patient Name	Sarah Cellbook
Age	14
Gender	Female
Employment Status	Not employed
Medical Symptoms	- Breathlessness - Feeling tired - Back and joint pain - Often dizzy or lightheaded - Lack of energy - Overweight
Mental Health Symptoms	- Anxiety - Prone to depression - Low confidence and self-esteem

Occupation Research and Reflection

Occupation Title	
Level of Education	

Average Salary	
Work Environment	
Job Functions and Responsibilities	
How does this occupation relate to a helping professional?	

Simulated Method of Treatment

How do the select occupation and patient work together?	
What type of treatment or support is typically provided to the patient to help resolve the medical or mental health issue?	
Based on your select occupation, what type of treatment or support would you recommend to the patient?	
How does your recommended treatment or support relate to the recommended care that your team will also provide?	

Model of Community Engagement

How are the roles and responsibilities of the healthcare and public health occupations similar and different?	
What type of role does each of the healthcare and public health occupations have in working with the community?	
How would your team recommend that healthcare and public health professionals work to help educate the community about the public health issue?	
How would your team recommend that healthcare and public health professions work to prevent the assigned public health issue?	

Case Study: Prescription Drugs

According to the Center for Disease Control, prescription drug abuse and overdoses, particularly opioids, have tripled in the last 10 years. Approximately 16,000 people per year overdose or are killed from related prescription drug abuse. Prescription drug abuse impacts nearly all aspects of society including employment, where 25% of costs associated with workers compensation claims are related to narcotic prescriptions. Further, prescription drug abuse costs the United States approximately $78.5 billion per year in related healthcare expenses. See here for more information.

Directions: As a team of healthcare and public health professionals, you will work together to help address public health issues at both the individual and community levels. This includes working together to provide support for a simulated patient who is impacted by a public health issue and developing a community-based strategy that helps to prevent the public health issue. An outline of the case study is provided below.

● Review the list of occupations related to the case study. Select an occupation that is of interest. Each group member will then assume the role of the select occupation in helping to address the public health issue and provide support for the patient described in the case study.

● Review the case study and profile of the simulated patient. Research the select public health or healthcare occupation to identify common occupational characteristics, including the level of education, average salary, type of work environment, and typical jobs functions and responsibilities. Develop a three or four sentence reflection on how the occupation is a helping professional.

● Work individually to develop a simulated method of treatment for the patient described in the case study. The treatment method should describe the relationship that you, as the healthcare or public health professional, would have with the patient and the type of treatment or support you would provide to the patient. Discuss your model of treatment with your team.

● Work as a team to develop a model of community engagement that describes how you and your team, as healthcare or public health professionals, would work with the community to prevent the public health issue. Record your method to engage the public and prevent the public health issue.

● Work as a team to develop a model of community engagement that supports people who are impacted by the public health issue. This can include how you and your team, as healthcare or public health professionals, would work together to support individuals impacted by the public health issue and how the services and supports you provide are complementary.

● Work as a team to develop a multimedia presentation that follows the outline provided in the PT 4 design brief.

Related Occupation Title	Student Name
1. Behavioral Health Therapist	
2. Community Health Workers	
3. Family Physician	

4. Family Therapist	
5. Alcohol and Drug Counselor	

Case Study Profile Prescription Drugs

Patient Name	Andrea Cupone
Age	42
Gender	Female
Employment Status	Not employed
Medical Symptoms	- Constipation - Drowsiness - Confusion - Nausea - Lack of energy - Poor coordination - Unsteady walking
Mental Health Symptoms	- Excessive mood swings - Poor decision making - Issues interacting with family and spouse

Occupation Research and Reflection

Occupation Title	
Level of Education	
Average Salary	
Work Environment	
Job Functions and Responsibilities	
How does this occupation relate to a helping professional?	

Simulated Method of Treatment

How do the select occupation and patient work together?	
What type of treatment or support is typically provided to the patient to help resolve the medical or mental health issue?	
Based on your select occupation, what type of treatment or support would you recommend to the patient?	
How does your recommended	

treatment or support relate to the recommended care that your team will also provide?	

Model of Community Engagement

How are the roles and responsibilities of the healthcare and public health occupations similar and different?	
What type of role does each of the healthcare and public health occupations have in working with the community?	
How would your team recommend that healthcare and public health professionals work to help educate the community about the public health issue?	
How would your team recommend that healthcare and public health professions work to prevent the assigned public health issue?	

Case study Cigarette Smoking

According to the Center for Disease Control, cigarette and vape smoking harms nearly every organ in the human body and can cause many chronic diseases. Smoking is the cause of approximately 480,000 deaths annually, which is nearly 1 out of every 5 deaths. Further smoking causes about 9 out of every 10 deaths related to lung cancer and 8 out of every 10 deaths related to chronic pulmonary disease. Smoking costs the United States approximately $96 billion per year in related healthcare expenses. See here for more information.

Directions: As a team of healthcare and public health professionals, you will work together to help address public health issues at both the individual and community levels. This includes working together to provide support for a simulated patient who is impacted by a public health issue and developing a community-based strategy that helps to prevent the public health issue. An outline of the case study is provided below.

● Review the list of occupations related to the case study. Select an occupation that is of interest. Each group member will then assume the role of the select occupation in helping to address the public health issue and provide support for the patient described in the case study.

● Review the case study and profile of the simulated patient. Research the select public health or healthcare occupation to identify common occupational characteristics, including the level of education, average salary, type of work environment, and typical jobs functions and responsibilities. Develop a three or four sentence reflection on how the occupation is a helping professional.

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● Work as a team to develop a model of community engagement that supports people who are impacted by the public health issue. This can include how you and your team, as healthcare or public health professionals, would work together to support individuals impacted by the public health issue and how the services and supports you provide are complementary.

● Work as a team to develop a multimedia presentation that follows the outline provided in the PT 4 design brief.

Related Occupation Title	Student Name
1. Dentist	
2. Health Educator	
3. Rehabilitation Counselor	

4. Psychologist	
5. Respiratory Therapists	

Case Study Profile Cigarette Smoking

Patient Name	Samantha Builder
Age	45
Gender	Female
Employment Status	Employed
Medical Symptoms	- Bad breath - Discolored or missing teeth - Emphysema - Coughing - Shortness of breath - Sore throat - Lack of energy
Mental Health Symptoms	- Prone to depression - Low confidence and self-esteem

Occupation Research and Reflection

Occupation Title	
Level of Education	
Average Salary	
Work Environment	
Job Functions and Responsibilities	
How does this occupation relate to a helping professional?	

Simulated Method of Treatment

How do the select occupation and patient work together?	
What type of treatment or support is typically provided to the patient to help resolve the medical or mental health issue?	
Based on your select occupation, what type of treatment or support would you recommend to the patient?	
How does your recommended treatment or support relate to	

the recommended care that your team will also provide?	

Model of Community Engagement

How are the roles and responsibilities of the healthcare and public health occupations similar and different?	
What type of role does each of the healthcare and public health occupations have in working with the community?	
How would your team recommend that healthcare and public health professionals work to help educate the community about the public health issue?	
How would your team recommend that healthcare and public health professions work to prevent the assigned public health issue?	

Team Contract Template

Team Name

_____

These are the terms of group conduct and cooperation that we agree on as a team.

Participation: We agree to...

_____

_____

_____

_____

Communication: We agree to...

_____

_____

_____

_____

Meetings: We agree to...

_____

_____

_____

_____

Conduct: We agree to…

_____

_____

_____

_____

_____

Conflict: We agree to…

_____

_____

_____

_____

Deadlines: We agree to…

_____

_____

_____

Team Member Signatures	

Project Schedule Template

Team Name _____

A project schedule is used to manage tasks or projects that involve multiple stakeholders. The schedule is primarily used as a communication tool so that team members are aware of each other's actions. A project schedule is also used to help keep the project on track by mapping dates for activities and which team member will be responsible for which step(s).

Project Name:			
Team Members:			
Due Date:			
Task	**Person Responsible**	**Due Date**	**Complete**
			☐
			☐
			☐
			☐
			☐
			☐
			☐
			☐
			☐
			☐

Project Evaluation Template

Team Name _____

Student Name: _____

The purpose of this evaluation is to help you identify your personal areas of strength and improvement.
Make sure you take time to truly reflect on your performance.

Team Contract	
How frequently did your team review the Team Contract schedule?	
How did your team contract help ensure your team was effective?	
Did your team revise your Team Contract? What were the revisions?	
What would you make sure your next Team Contract Contains?	
Project Schedule	
How frequently did your team review the project schedule?	
How did your team ensure that you were on-track for project completion?	
What steps did the team take when the project was off schedule?	
What would you do differently next time?	

Student Name: _____   Date: _____   Section #: _____

Unit 5 Performance Task 4: Public Health and Healthcare Careers Rubric and Checklist

Deliverables

1. Investigation of public health issues	Yes	No
2. Presentation of present public health issues	Yes	No
3. Simulation of a public health and healthcare environment	Yes	No
4. Presentation of patient care plan simulation	Yes	No

Relational Skills and Personal Attributes

5. The student demonstrates effective teamwork habits		
a. works well with others	Yes	No
b. exercises leadership	Yes	No
c. resolves conflict	Yes	No
d. respects individual differences	Yes	No
6. The student demonstrated effective independent work habits		
a. responsibility	Yes	No
b. self-discipline	Yes	No

Quality Indicators	Meets or Exceeds Expectations	Not Yet or Inconsistently Meets Expectations	Does Not Meet Expectations	Comments
Applied Knowledge: Critical Thinking Skills	Student demonstrates all of the requisite skills when creating a patient care plan: • critical thinking • creativity • ability to make sound decisions • ability to solve problems • ability to reason logically • ability to plan well	Student demonstrates most of the requisite skills when creating a patient care plan but does not demonstrate the following skills: ☐ critical thinking ☐ creativity ☐ ability to make sound decisions ☐ ability to solve problems ☐ ability to reason logically	Student does not demonstrate enough of the requisite skills to demonstrate applied knowledge when creating and implementing a patient care plan.	

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Executive Skills	• ability to organize ideas well	Student demonstrates the ability to manage time and other resources effectively in order to complete the requirements of the patient care plan. Student completes all required tasks on time.	☐ ability to plan well ☐ ability to organize ideas well Student demonstrates some ability to manage time and other resources effectively in order to complete the requirements of the patient care plan. Student completes some but not all required tasks on time.	Student does not demonstrate the ability to manage time and other resources effectively in order to complete the requirements of the patient care plan. Student completes few if any tasks on time.	
Communication Skills	Student demonstrates all of the requisite communication skills by meeting the following indicators: • effectively communicates verbally in an interactive presentation • actively listens to instructions necessary to complete the task • accurately conveys information in a one-page document to describe the impact of the service learning project		Student demonstrates some of the requisite communication skills but does not demonstrate the skills checked: ☐ effectively communicates verbally in an interactive presentation ☐ actively listens to instructions necessary to complete the task ☐ conveys information in a one-page document to describe the impact of the service learning project	Student does not demonstrate enough of the requisite skills to demonstrate effectively communicating verbally, actively listening, or conveying written information.	

<u>NOTES:</u>

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Unit Overview

Introduction to the unit:

Unit 5 helps students apply leadership skills through community service and discovery of careers in **healthcare** and public health. Students will understand servant leadership and take steps to become good citizens. The performance tasks ask students to identify **altruistic** community **heroes** and careers that help people and shape the community. Students will work in teams to develop and lead a community service project as they engage their peers and the community to apply components of good **citizenship**. In the process, students will explore and understand a variety of public service-oriented careers. Students will also help to address health issues through a public health and **healthcare** career simulation.

Students Will Know and Be Able To:

- define servant leadership and the characteristics and benefits of altruism;
- develop and demonstrate the characteristics of servant leadership: listening, **empathy**, healing awareness, persuasion, **conceptualization**, **foresight**, stewardship, commitment to the growth of people, building community;
- evaluate problems in their community and apply leadership skills to create goals that improve the lives of people or address community issues;
- conduct research and a simple needs assessment to determine the needs of individuals or a community;
- apply servant leadership skills to develop a community service projects that helps people or helps to shape their community;
- implement a community service project that includes investigation, preparation, action, reflection, and celebration;
- research jobs and careers that are **helping professions** and what career pathways are available to access these jobs;
- research public health issues and related **healthcare** or public health occupations;
- develop a model of simulated patient care through research and evaluation of **healthcare** and public health occupations and related procedures.

The following vocabulary words are used throughout the unit. These vocabulary words are not listed so that teachers pre-teach all of them or that students write and study as vocabulary list, but so that teachers understand the key vocabulary students will encounter in the unit. Sample guidance for using and teaching these vocabulary words is provided below. All vocabulary definitions are from *Merriam Webster* unless indicated otherwise.

- **altruism:** the belief in or practice of selfless concern for the well-being of others (*unit plan, lesson 1*)
- **case study:** a particular instance of something used or analyzed in order to illustrate a thesis or principle (*unit plan, lesson 7*)
- **citizenship:** the state of being vested with the rights, privileges, and duties of a <u>citizen</u>; the character of an individual viewed as a member of society; behavior in terms of the duties, obligations, and functions of a citizen (*unit plan, lesson 1*)
- **conceptualization:** the action or process of forming a concept or idea of something (*unit plan, lesson 2*)
- **community:** a group of people with common interests who live in a particular area (*unit plan, lesson 1*)
- **community service:** work that is done without pay to help people in a community (*unit plan, lesson 1*)
- **embody:** to give a tangible or visible form to (an idea, quality, or feeling) (*unit plan, lesson 2*)
- **empathy:** the ability to understand and share the feelings of another (*unit plan, lesson* 1)
- **foresight:** the ability to predict what will happen or will be needed in the future (*unit plan, lesson 2*)
- **gratitude:** the quality of being thankful; readiness to show appreciation for and to return kindness (*unit plan, lesson 2*)
- **healthcare:** the maintenance and improvement of physical and mental health, especially through the provision of medical services (*unit plan, PT 5.4, lesson 7*)
- **helping professions:** careers that nurture the growth of or address the problems of a person's physical, psychological, intellectual, emotional, or spiritual well-being; types of professions include nursing, psychotherapy, counseling, social work, education, life coaching, and ministry (*unit plan, PT 5.3, lesson 5*)

- **hero:** a person who is admired or idealized for courage, outstanding achievements, or noble qualities (*unit plan, PT 5.1, lesson 4*)
- **humanitarian:** concerned with or seeking to promote human welfare (*unit plan, lesson 1*)
- **longevity:** long existence or service (*unit plan, lesson 2*)
- **needs assessment:** a systematic process for determining and addressing needs, or "gaps," between current conditions and desired conditions; discrepancy between the current condition and wanted condition must be measured to appropriately identify the need (*unit plan, PT 5.2, lesson 5*)
- **oath:** a solemn promise regarding one's future action or behavior (*unit plan, lesson 1*)
- **patient-centered care:** providing care that is respectful of, and responsive to, individual patient preferences, needs, and values, and ensuring that patient values guide all clinical decisions (*unit plan, PT 5.4, lesson 7*)
- **persuasion:** the action or fact of persuading someone or of being persuaded to do or believe something (*unit plan, lesson 2*)
- **public health:** the health of the population as a whole, especially as monitored, regulated, and promoted by the state (*unit plan, PT 5.4, lesson 7*)
- **selflessness:** concern more with the needs and wishes of others than with one's own (*unit plan, lesson 2*)
- **servant leadership:** a philosophy of a leading others by putting the members' needs over one's own (*unit plan, lesson* 1)
- **simulated work environment:** a learning environment in which a trainee is able to practice using and operating relevant industrial equipment under realistic workplace conditions (*unit plan, PT 5.4, lesson 7*)
- **stewardship:** the job of supervising or taking care of something, such as an organization or a property (*unit plan, lesson 2*)
- **sustainability:** the ability to be maintained at a certain rate or level (*unit plan, lesson 2*)
- **volunteerism:** the use or involvement of volunteer labor, especially in community services (*unit plan, lesson 2*)

Introducing, reinforcing, and using academic vocabulary with students is an important part of a student's comprehension of the subject matter. As explained by Robert Marzano and Debra Pickering in *Building Academic Vocabulary: Teacher Manual*, there is a six-step process for direct instruction in subject-area vocabulary (2005):
1. Teacher provides a description, explanation, or example of the new vocabulary word.
2. Students restate explanation of the new vocabulary word in their own words.
3. Students create a picture or image representing the vocabulary word.
4. Students periodically do activities that help add to the knowledge of vocabulary words.
5. Students are asked to discuss the vocabulary word with another student.
6. Students periodically participate in games that allow them to play with the vocabulary words.

Many teachers incorporate this process into their bell ringers at the beginning of class or have students complete a Frayer model or K-W-L chart to build their knowledge of academic vocabulary. Some teachers also use a word-wall to provide students with high-frequency words. Most essential to effective vocabulary learning is the opportunity for students to experience new words, multiple times, and in a range of contexts—for them to hear, read, and use new words and concepts authentically. Teachers are therefore encouraged to plan for how they will introduce new words and terms, the examples they will offer and/or solicit from students, and when and how they will frequently model their own use of new words and encourage students to use new vocabulary in their own writing, discussions, and presentations. (Of note, more traditional approaches to word learning, such as having students research and/or copy definitions, complete flash card "drills," and complete work sheets or quizzes generally "teach" vocabulary in isolation and show little positive, lasting effect on student learning.)

Throughout the unit, different vocabulary words will be introduced in each lesson. Teachers can use the above strategies and process, or leverage the strategies linked below that have other ideas for interactive strategies and activities that can be incorporated into the six-step process to help students build and utilize academic vocabulary:
- Internalization of Vocabulary Through the Use of a Word Map
- Grades 3-8 EngageNY ELA Appendix
- 15 Vocabulary Strategies in 15 Minutes
- 12 Vocabulary Activities and Mini-Lessons for High School Students

- 5 Brain-Based Vocabulary Activities for the Secondary Classroom

Tip: *Teachers should introduce students to the Big Idea, Essential Questions, and vocabulary for this unit*

Lesson 1: Why My Voice and Leadership Matter

Day 1: Students will understand the concepts of altruism and community service and recognize how these characteristics impact the service professions.

1. Students will read about youth who have made an impact on society by reviewing Most Influential Teens 2017 and Most Influential Teens 2018.

2. Students independently read and select the top three youth whose work they find to be inspiring and why.

3. Students get into small groups and share which stories were the most inspirational and why.

4. Students should discuss what similarities and differences between group members and develop a list of values that are shared as a small group.

5. The team should choose one story to present to the class that reflects their shared values.

6. Student teams will briefly present one story from their research and include what they found to be inspirational and why.

7. The teacher will discuss vocabulary from the lesson and the term **empathy**. The class will discuss the idea of **empathy** and reflect on the stories that were shared to understand the importance of **citizenship** to improve the community that they live in. Students will discuss how they or their peers could be better citizens.

8. Students will fill out a commitment card and an oath that captures their desired impact on the community.

Activity: Commitment Card
Time Frame: 15 minutes
Class Configuration: Individual
Materials: index cards
Description: Students will complete a commitment card with an oath that tells how they will become a better citizen.

1. Hand out one index card to each student. Tell them this is their commitment card.

2. The teacher should share a completed example of a commitment card.

3. Student will fill out a card with an oath that depicts how they will become a better citizen and the type of positive impact they would like to have on their community.

4. Commitment cards will be posted around the classroom as a reminder of individual student interests and why students are committed to community service.

Formative assessment will be captured through participation in group work, class discussion, and self-evaluation through completion of the commitment card.

Lesson 2: Altruism-What Is It, Why Is It Important?

Day 1: Students will be introduced to the concept of altruism through watching and discussing a clip from the *Hunger Games*. Students will work in groups to create a bumper sticker or Instagram profile that conveys the idea of altruism. Students will then read articles that exemplify altruism and adjust their bumper sticker or Instagram profile to reflect all of their learning.

Activity: Hunger Games Bumper Sticker or Instagram profile (Part One)
Time Frame: 15 minutes
Class Configuration: Whole group
Materials: Hunger Games clip
Description: Students will work in groups to create a bumper sticker or Instagram profile that conveys the idea of altruism.

1. The teacher will discuss vocabulary from the lesson and the key term *altruism*.

2. Students will watch the clip of Katniss volunteering as tribute for her sister during the Hunger Games. Students will consider how the clip reflects an act of altruism.

3. The teacher will lead a brief discussion with students about the clip and how it reflects the act of altruism. Students will share their thoughts on altruism. Why did Katniss volunteer? Did they notice anything in the clip that they considered altruism?

4. Tell the students they are going to create a bumper sticker or Instagram profile that conveys the idea of altruism.

Note: It is important to provide choice to students who may prefer to do an Instagram profile bio rather than the bumper sticker (see below). Some students may not have access to Instagram as well, so it is important that you convey the information carefully.

5. The teacher will need to show a model of a bumper sticker to guide student thinking. (ex. teacher can provide a model for their profession saying their favorite bumper sticker says "Do what you love. Love what you do" or another bumper sticker, which had meaning for them. Teacher should discuss that this generation has its own version of a bumper sticker through social media.

Tip: Teacher may want to review the history of the bumper sticker before the lesson
- Teacher can also provide an example of effective Instagram profile "bios". Today, companies and individuals create Instagram profiles to create a "bio" which are used to let people know what you or your company is about and to give them a reason to follow you.
- For background, teacher can look at the following website for effective Instagram profiles. *https://blog.hubspot.com/marketing/optimized-instagram-profile*

6. The teacher will lead a class discussion, ask if students have seen a memorable bumper sticker or a company Instagram profile and why they think they remembered it?

7. Students in groups of three will then create their own bumper sticker or Instagram profile. The teacher will remind students to reflect on the term altruism as they develop their product.

8. Each group will share their bumper sticker or Instagram profile with the rest of the class.

Formative assessment will be captured on how the students made the link between Katniss' act of altruism and their profile or bumper sticker.

Activity: Hunger Games Bumper Sticker or Instagram profile (Part Two)
Time Frame: 15 minutes
Class Configuration: Whole group, pairs
Materials: Why Do Human Beings Do Good Things? The Puzzle of Altruism, Extraordinary Altruism: Who Gives a Kidney to a Stranger, The Power of Altruism
Description: To further student understanding of altruism, students will read three short articles on everyday individuals who perform altruistic acts and one article on the altruism: Why Do Human Beings Do Good Things? The Puzzle of Altruism, Extraordinary Altruism: Who Gives a Kidney to a Stranger, The Power of Altruism

1. Teacher should use the "Thinking Aloud" Protocol. Teacher will model the Thinking Aloud protocol (see below) to students.

Tip: If you have EL students in your class, this is a critical step in the lesson as research shows that modeling how to share your thinking process aloud promotes deeper learning and motivation. It will also increase student self-confidence as your EL students will believe that they can accomplish the learning task if they follow the steps that were demonstrated.

Thinking Aloud Protocol
PURPOSE:
    Students experience being deliberately metacognitive while reading by thinking out loud while reading the chosen text about altruism. Pairs (groups of two) consider the range of ways team members interacted with the text and how it helped them build understanding (or not).
PROCEDURE:
1. Teacher will distribute copies of the text you have decided they will read for this activity from the resources section.

2. Teacher will explain how pairs will work together by modeling the first paragraph of the text. Ex. "This sentence has me thinking…" "This reminds me of a time when…"

3. In pairs, students will take turns Thinking Aloud with a section of text, alternating by paragraph. The student who is not reading and "thinking aloud" should take notes on their copy of the text to capture the big ideas of the student who is "thinking aloud".

4. After pairs have completed the text by Thinking Aloud, students should discuss (in pairs) what they noticed about their own or their partner's thinking processes about altruism. Teacher may remind students during this time to consider the "big idea" in the text.

5. After pairs have discussed their Think Aloud experience, bring the class together to share their observations and discuss implications about the big ideas generated from the reading(s).

6. Teacher will then ask students to reunite with their original Instagram profile or bumper sticker group and make any changes to better convey the idea of altruism based on their new learning around common characteristics found in the article(s).

Formative assessment will be captured through participation in group and class discussion and self-evaluation through completion of the *Hunger Games* Instagram/ bumper sticker activity.

Lesson 3: I Am a Servant Leader

Day 1: Students will learn the characteristics of servant leadership. Students will review profiles of famous figures such as: Mohandas Karamchand Ghandi, Mother Theresa, Martin Luther King Jr., Oprah Winfrey, or Oskar Schindler. Students will write one word to describe the social or community impact that these famous figures had on society. Students will read the Servant Leadership: Putting Your Team First, and Yourself Second. Students will discuss servant leadership, their peers' reflections on the gallery walk, and the common characteristics found in the article/scenarios.

The teacher will introduce the lesson by leading a discussion of vocabulary from the lesson and the term servant leadership. The class will define the term servant leadership and describe how the term impacts their lives.

Activity: Gallery Walk
Time Frame: 35 minutes
Class Configuration: Individual, whole-group
Materials: Post pictures of Mohandas Karamchand Ghandi, Mother Theresa, Martin Luther King Jr., Oprah Winfrey, Dr. Monna Hanna-Attisha, and Oskar Schindler (post other/additional pictures of any hero of your choosing from the website https://myhero.com/Peacemaker.), Post-it notes, and pen.
Description: Students will describe famous leaders with one word on a sticky note.

1. The teacher will point out the pictures posted around the room and provide a sort bio of each one.

2. Students are to move around the room and write a reflection on a sticky note about each picture of a hero. They are to write one word on the sticky notes and place the note beside the picture of the famous hero. The word should represent students' reflections of what comes to mind when they see the picture.

Activity: Think-Pair Share
Time Frame: 20 minutes
Class Configuration: Pairs
Materials: Mind Tools article: Servant Leadership: Putting Your Team First, and Yourself Second
Description: Students will discuss the characteristics of servant leadership presented in the article and compare those to the heroes from the gallery walk.

1. Have students think individually about what they think are two or three characteristics of a servant leader
2. Place student in the small groups and have them discuss their thoughts during the pre-read activity
3. Students will read the article, looking for similarities and differences in their thinking
4. Student groups will share ideas with the rest of the class.
5. The teacher will lead a class discussion. Have students talk servant leadership, their peers' reflections on the gallery walk, and the common characteristics found in the article. Ask: Did you find servant leaders who had those characteristics, but also had other identifiable traits to consider? What were they?

Students will discuss the impact of servant leaders on their communities. Students will begin to think about how they themselves might impact their communities.

Formative assessment will be captured through participation in group and class discussion and self-evaluation through completion of the *Hunger Games* activity and Gallery Walk activity.

Lesson 4: Heroes Among Us

Day 1: Students will work individually to review materials in giraffe.org and/or CNN heroes' website. Students will choose one hero who displays the qualities of a servant leader. Students will receive and review the performance-based task rubric and ask clarifying questions. Students will work to complete PT 1.

1. Discuss with students that all of the reading and research so far in this unit has been to help them understand altruism and servant leadership. Review these terms again. Tell students in the next two days they will have the opportunity to research an everyday hero who has made a difference.

2. Provide students a copy of the PT 1 task and the PT 1 rubric. Students should have time to ask any questions.

3. Have students research an everyday hero using websites like giraffe.org or CNN heroes. Students should select a hero that displays the characteristics of altruism and servant leadership. Students will choose one person to highlight through the completion of a one-page LinkedIn profile.

*Tip: The teacher will want to provide examples of what these pages should look like. Students will complete the LinkedIn Profile page using common word processing tools in order to develop a similar look and feel to a LinkedIn profile. **Students should not actually create a page on LinkedIn for the selected person.***

Tip: If students are not 16, they cannot make a LinkedIn Profile. Use Student Resource PT1. This resource contains descriptions and purposes for each section of the LinkedIn Profile you may want to review or use with all students. It also includes a professional profile template for students who are not 16.

- Students can review what should go on a LinkedIn Profile page at LinkedIn Profile Checklist page.

Day 2: Students will complete PT 1 and summarize key ideas learned through the creation of a LinkedIn Profile page for the selected hero. Students will write a reflection paragraph on the qualities of the identified hero and how that person inspired others to make a difference. The teacher will remind students to include one or more examples of the characteristics of the individual and the relationship to servant leadership and altruism. Students will share their reflection with the class, identifying the hero and the impact the individual had on society.

1. The teacher should review PT 1 and PT 1 rubric and summarize key activities the students will need to complete for PT 1 and the reflection. Students should continue to work on the completion of PT 1.

2. As students complete their LinkedIn profile of the selected hero, the teacher should remind students to write a reflection paragraph on how the profiled individual inspired them to make a difference in their own community.

Tip: The teacher should help to frontload the next activity by asking students to reflect on what the individual hero completed and how students might address similar issues in their community.

3. Students will briefly present their hero and LinkedIn profile page to the class. Students will share how they can take similar actions to address community issues.

Formative assessment will be captured through completion of the Servant Leadership Profile or PT 1 and through student self-reflection on how that person inspired them to make a difference in their community. Student reflection during the presentation can also be captured as formative feedback.

Lesson 5: Community Service

Day 1: Students will be provided an overview of PT 2. Students will form groups (typically teams of 4-5 students in each group) to discuss the project guidelines, criteria and constraints, and the performance task rubric. Students will determine roles and responsibilities within their group. Students will develop a list of team rules and norms that they agree to follow and other functions. Student teams may choose to create a team contract. The teacher will discuss a community service project and the value of a needs assessment, including the common components of a needs assessment, and how the needs assessment will be used to shape PT 2. Student teams will develop a short needs assessment (5 to 10 questions) to be administered to their peers or individuals in their community. Students will implement the needs assessment with at least three individuals.

1. The teacher will introduce the performance task by providing students with an overview of the project, including the final team formation (teams of 4 or 5 students each), the PT 2 student handout and the PT 2 rubric. Provide time for students to ask questions.

2. The teacher will lead a discussion about team contracts. Students will share what made their contracts successful.

3. Students will meet with their teams and determine roles and responsibilities they each want to lead. Students may develop a team member contract.

4. The teacher will present the concept of a community service project and the components of a needs assessment. Students should understand the purpose of a community service project and how a needs assessment can help to define the goal of the community service project and the impact that the community service project can have on the community. Below are some talking points to help frame student understanding.

What Is a Community?
- Communities are usually defined by a common geographic area. Sometimes a community is also based on shared interests or characteristics like religion, race, age, or occupation. People within a community have unique cultures, customs, and values because they come from different backgrounds. When assessing community needs and strategizing for area of improvement utilizing this wide range of ideas and wisdom is critical. You must have a clear understanding of the different cultural groups within a community and how to work best with them to solve before you conduct a community needs assessment.

What is a Community Needs Assessment?
- A community needs assessment helps community leaders identify areas for improvement and provides them with a snapshot of local policy, systems, and environmental change strategies currently in place. Data from a community assessment is used to determine possible changes and identify strategies to make positive and sustainable changes in their communities.

There are three main outcomes of a community needs assessment: **Policy Change, Systems Change, and Environmental Change.**
- **Policy change** involves designing laws, regulations, rules, protocols, and procedures to guide or influence behavior. Policies can be either legislative or organizational. Policies often increase the chances that mandated environmental changes will become institutionalized or sustainable.
- **System change** affects all community components for example the social norms of an organization, institution or system. System change may include a policy or environmental change strategy. The driving force behind system change is often policy.
- **Environmental change** relates to physical, social, or economic factors designed to influence people's habits and behaviors. Examples of alterations or changes to the environment include:
  o *Physical*: Structural changes or putting in place programs or services. For example, building a walking trail to promote physical fitness. Examples are including the presence of healthy food choices in restaurants or cafeterias,

improvements made to the environment to promote walking, and the presence of comprehensive school health education materials in schools.

- o *Social*: Positive changes about how people feel about policies to promote health. For example seeing an increase in favorable attitudes regarding a health practice or seeing an increase in favorable attitudes of community leaders about the importance of nonsmoking policies.
- o *Economic*: The presence of financial disincentives or incentives to encourage a desired behavior including charging higher prices for tobacco products to decrease their use or the provision of nonsmoker health insurance discounts.

Tell students they will develop a needs assessment to determine what action their team should take to implement the community service project. As student teams create their needs assessment, they should:

1. Define the scope of their community service project:
   - What community issue does the team want to assess?
   - What type of impact does the team want to have on the community?
   - What type of detail should the needs assessment include to help answer these questions?

2. Collect data through a needs assessment to inform the community service project:
   - How much information does the student team want to collect as part of the needs assessment?
     - o In any data collection effort, it is essential that you first set limits on how much data you will collect and analyze. Students will likely develop a brief survey or data model (5 to 10 questions).
   - How much time will the student team take to collect data?
     - o The amount of time and resources the student team has available should be a priority in data collection. Students will have two class periods to complete data collection and analysis
   - What type of data will be collected?
     - o The needs assessment will be based on two types of data sources: primary and secondary. Students should discuss what type of feedback they want from members of their community (primary) and what other information they could likely research (secondary)

Students will develop a short needs assessment that includes primary sources (5 to 10 questions). The teacher should remind student teams to focus on quality of data as opposed to quantity. The teacher should remind student teams that there are several methods for collecting primary sources of data, including questionnaires, observations, focus groups, interviews, and case studies. Students will complete their needs assessment (primary sources) for homework.

Day 2: Students will collect, analyze and discuss the data from their team needs assessment and determine similarities and differences in the data. Student teams will brainstorm a list of overarching topics/ideas for their community service projects. Student teams will research components and common characteristics of community service projects and discuss with their group. (In substitute, teachers may want to consider doing a school service project instead of a community service project) Student teams will begin to create an impact document for the community service project by defining the goal of their community service project. Student teams will brainstorm activities to help accomplish their goal. Students may use a decision matrix to evaluate ideas. Student teams will discuss the impact of their community service project. Student teams will continue to work on the impact document by defining the impact of their community service project.

Student teams will research secondary data sources for their needs assessment, including components and common characteristics of community service projects. Student teams will compile together primary and secondary data sources for their needs assessment.

1. The teacher will provide an overview of data analysis and simple ways to analyze data. Below are some talking points to help frame student understanding.

Why do we analyze the data?

- The data collection step will result in a lot of data and information about your community needs and assets. You can analyze the data to identify the assessment's key findings. Key findings serve several purposes:
    o Validation of anecdotal evidence of community needs and assets.
    o Highlight significant trends found in the data collection process.
    o Reveal differences across segments of the community.
    o Help clarify answers to the community assessment's key questions.

Steps to analyze the data

- The steps to analyze data help to frame information and create chunks of content for team members to review. Grouping information helps people to interpret results or see trends and information more clearly. Steps can include:
    o Compiling all of the available data into one space.
    o Grouping or manipulating data to make it easier to review.
    o Extracting data or presenting information to see trends, similarities, differences, and outliers.
    o Discussion of trends, similarities, differences, and routines as a team to determine consensus.

Tip: *The Orid Data Analysis Tool can be used by student teams to help review the needs assessment and further develop the community service project.*

2. Students will collect, analyze, and discuss their data. Student teams will begin to discuss ideas for their community service project.

3. Student teams will begin to complete the impact document (see PT 2) by defining the goal of their community service project. Student teams will brainstorm activities to help accomplish their goal. Students may use a decision matrix to evaluate ideas. Student teams will discuss the impact of their community service project. Student teams will continue to work on the impact document by defining the impact of their community service project.

The teacher should remind students that the needs assessment should be used to help make informed decisions about the goals and objectives of the community service project. And set priorities for actions that need to be taken to complete the community service project.

Ask: How the needs assessment will help student teams to determine how you will measure the effectiveness of your actions? Adopt measures that help define your strategy? How you will be able to measure the impact of the community service project over time?

Day 3: The teacher will review the project schedule. Student teams will review the list of expectations for PT 2 and the performance task rubric. Student teams will begin to plan their community service project. Student teams will update their impact document for the community service project to ensure that all team members have active roles and responsibilities to execute the community service project. Student teams complete a project schedule to manage group time and execute tasks associated with PT 2. The classroom project schedule should include all available class time for the unit. Students may choose to update the team contract as necessary.

1. Students will participate in a review discussion about the project schedule. The teacher should help to draw on past team projects to develop tools and procedures that students found to be helpful in managing projects.

2. The teacher should remind students of available tools to help with developing a project schedule (see PT 2). Student teams may choose to create a classroom project schedule to manage group time and execute tasks associated with PT 2. The classroom project schedule should include all available class time for the unit. Students may choose to update the team contract as necessary.

3. Student teams will review the list of expectations for PT 2 and the performance task rubric. Student teams will begin to plan their community service project. Student teams will update their impact document for the community service project to

ensure that all team members have active roles and responsibilities to execute the community service project.

Day 4: Students teams will meet to review and finalize their impact document for the community service project. Student teams should discuss how they know that they are on-track for project completion by the deadline. Student teams may choose to reflect on their classroom project schedule. Student teams may choose to use the project evaluation template. Student teams will use the remaining class time to finalize their plan for the community service project. The teacher should provide support to student teams.

1. The teacher should remind students to discuss how they will identify and eliminate risks associated with project implementation and how they will work together to make sure the team is on-track to complete the community service project.

2. The teacher should remind students of available tools to help with developing a project schedule, or project evaluation. (see PT 2). Student teams may choose to create a classroom project schedule or project evaluation to manage group time and execute tasks associated with PT 2.

3. Student teams will use the remainder of class time to complete work on their impact document and planning for the community service project.

As formative assessment measures, students will complete the impact document for their community service project. The teacher should ask questions about how the team will manage the project schedule to ensure they remain on-track, identify risks in the community service project, and how the team will evaluate the project when it is complete. The teacher should remind students to review PT 2 and the PT 2 rubric.

Day 5: The teacher should review project schedules and project evaluation. Student teams may choose to update their impact document and/or develop additional project tools like a project schedule, and project evaluation plan. Student teams will begin to implement their community service project. If the community service project can be done in class, class time should be given to student teams to complete PT 2. If the community service project needs to be completed outside of class, classroom time can be used for project planning. The teacher should provide support to student teams.

1. The teacher should remind students to discuss how they will evaluate the success of their community service project. Student teams may choose to create a project evaluation plan. The teacher should remind students of available tools to help with developing a project evaluation (see PT 2).

2. The teacher should remind students of available tools to help with developing a project schedule, project evaluation plan (see PT 2). Student teams may choose to create a classroom project schedule, project evaluation plan to manage group time and execute tasks associated with PT 2.

3. Student teams will begin to implement their community service project. If the community service project can be done in class, class time should be given to student teams to complete PT 2. If the community service project needs to be completed outside of class, classroom time can be used for project planning.

As formative assessment measures, students will be implementing their community service project. The teacher should ask questions about how the team is managing the project schedule, discussing performance management, identifying and eliminating risks in the community service project, and how the team plans to evaluate the project when it is complete. The teacher should remind students to review PT 2 and the PT 2 rubric.

Days 6, 7, and 8: Student teams will implement their community service project. If the community service project can be done in class, class time should be given to student teams to complete PT 2. If the community service project needs to be completed outside of class, classroom time can be used for project planning. The teacher should provide support to student teams. The teacher should

remind student teams to discuss performance management and evaluation based on the state goals and impact of the community service project which is described in the impact document.

1. Student teams will implement their community service project. If the community service project can be done in class, class time should be given to student teams to complete PT 2. If the community service project needs to be completed outside of class, classroom time can be used for project planning.

2. The teacher should remind students of available tools to help with developing a project schedule or project evaluation (see PT 2). Student teams may choose to create a classroom project schedule or project evaluation plan to manage group time and execute tasks associated with PT

Day 9: Student teams will complete their community service project and the impact document. Student teams will develop a group presentation following the project schedule. Student teams will complete their group presentation and determine roles and responsibilities for giving the presentation.

1. Student teams will complete their community service project and the impact document.

2. Student teams will develop their team presentation following the project management plan and associated documents and/or evidence in each section.

3. Student teams will determine the roles and responsibilities of team members during the presentation. Student teams will rehearse their presentation.

Day 10: Student teams will present their community service project and impact documents to another class or to the identified community partners to ensure the longevity of the project.

Student teams will give their presentation to another class or to the identified community partners to ensure the longevity of the project.

As formative assessment measure, the students will be presenting their community service project and impact document to the class.

Lesson 6: Helping Professions Awareness Campaign

Day 1: Students will be provided an overview of PT 3. Students will review the list of expectations for PT 3 and the performance task rubric. Students will brainstorm a list of **helping professions** in their community and develop an introductory request (e.g. email or letter communication) that they can send to the person to schedule the job shadow experience.

1. Students will be introduced to **helping professions** and the task they will be completing in this lesson. Provide student a copy of the PT 3 task and rubric. Students should have time to ask any questions.

2. As a class, students will brainstorm a list of occupations and people in their local community that have **helping professions.**

3. As a class, students will identify career skills associated with the list of **helping professions**. Students will reflect on their personal and career goals that were established in unit 1 and choose a **helping profession** that they want to study further.

4. Students will individually complete the job shadow introduction activity.

Activity: Job Shadow Introduction
Time Frame: 30 minutes
Class Configuration: Individual
Materials: Computer, pen, pencil, paper, email
Description: Students will write an introductory email or communication to request a job shadowing experience with a member of the community who has a **helping profession**. The first paragraph should define the request for the job shadow experience, including the dates, times, and expectations of the job shadow experience (see PT 3). The second paragraph should describe the student, including their career and personal goals and alignment to the job shadow experience. The third paragraph should close the request and provide contact information for the student.

Students should be provided time to write their introduction communication and review their peers work. Opportunity for peer review, reflection, and revision should be provided during class. The student and teacher should determine the best method to send the request to job shadow someone in a **helping profession**.

*Tip: The teacher may wish to develop a list of people in the community who are willing to support the job shadow experience and are in **helping professions**. This can include people who work for the school district such as a school counselor, nurse, teacher, etc. This can also include community stakeholders like those involved in the local rotary club, area chamber of commerce, or in government or public service institutions in the community. The teacher may wish to share dates, timelines, and details prior to the job shadow experience to expedite the process for students.*

As formative assessment measure, students will complete their request to job shadow someone who is in a **helping profession**.

Day 2: The teacher will conduct a close reading activity with students on interview questions. Students will group sample interview questions into 4 areas (e.g. career pathway, job skills, community impact, and personal values). Students will develop 2 or 3 interview questions in each of the 4 areas to frame the biographical sketch. The teacher will review components of conducting an interview. Students will practice interviewing their peers. Students will refine and complete their interview questions. Students will finalize plans to conduct their job shadowing experience. Students must complete their shadow day and bring materials for development of their multimedia presentation by Day 5.

1. Students will review the following article: Monster.com, 100 Potential Interview Questions

2. The teacher will introduce themes or chunks of content associated with the close reading activity and review of interview questions article. The following themes and text dependent questions can be used to facilitate the close reading activity. During the close reading activity, the teacher should introduce the theme and the question(s). The teacher should then allow several minutes for students to read independently. The teacher should facilitate responses to the text dependent question after students have had one or two minutes to review the text.

Theme: Career pathway
   o   Question: What questions from the article reflect the career pathway of the person that you will interview?

Theme: Job skills
   o   Question: What questions from the article reflect the job skills of the person that you will interview?

Theme: Community impact
   o   Question: What questions from the article reflect the community impact of the person that you will interview?

Theme: Personal values
   o   Question: What questions from the article reflect the personal values of the person that you will interview?

Theme: Completing the Biographical Sketch
  o Questions: How will identifying these characteristics help you to complete your biographical sketch of the person that you will interview?
  o Question: Is there a particular order or way that these types of questions can be asked to assist the person in being comfortable to provide a response?

Accessibility Tip: *If there are students in the class that may struggle with content this activity can be done in pairs.*

Students will use the article and discussion to develop 2 or 3 interview questions in each of the 4 areas to frame the biographical sketch. When complete, the teacher will review the mock interview activity and students will practice conducting mock interviews.

Activity: Mock Interviews
Time Frame: 20 min
Class Configuration: Independently, pairs
Materials: Paper and pencil, computer
Description: Students will work independently to develop their questions for the job shadow experience. Students will work in pairs to conduct mock interviews. One student should act as the interviewer, while the other student responds to the stated questions. Time for feedback should be provided between student interviews to review the questions that were asked and the order in which they were asked. Once complete the students should switch roles. Opportunities for students to reflect and edit their job shadow interview questions should be provided. More than one mock interview can be conducted if time permits.

Tip: The teacher should remind students that they need to finalize plans to conduct their job shadowing experience. Students must complete their shadow day and bring materials for development of their multimedia presentation by Day 6.

Formative Assessment data will be gathered through observation of students interview questions for the job shadowing experience and practice mock-interviewing their peers.

Day 3 and 4: Students will complete their job shadow experience and interview. Students must complete their shadow day and bring materials for development of their multimedia presentation by Day 6. While students are in class, students will use Glassdoor, Indeed, LinkedIn, or another career site to research one or more **helping professions**. Student research should focus on gathering ideas about the demands of the profession (training required to enter the profession, job outlook for the profession, potential entry salary and growth options in the profession). Students will produce and share a Tweet (140 words or less) to persuade others in their class to consider the profession studied.

Students may be outside of class or in class to complete their job shadow experience and interview. The teacher should remind students to review the PT 3 and PT 3 rubric before they are offsite for the job shadow experience.

If students are in class, students should complete research using Glassdoor, Indeed, LinkedIn, or another career site to research one or more **helping professions**. Student research should focus on gathering ideas about the demands of the profession (training required to enter the profession, job outlook for the profession, potential entry salary and growth options in the profession). Research should include the following:
  • Types of jobs
  • Training
  • Salary
  • Potential for Growth
  • Security
  • Benefits

Students will use this research to condense the information into a Tweet. The Tweet should persuade others to consider the profession they have researched.

Formative assessment data will be gathered through observation of student production and sharing of their Tweet (140 words or less) to persuade others in their class to consider the profession studied.

Day 5 and 6: Students will complete their multimedia presentation based on their job shadow experience and interview. Students will select the appropriate technology to develop the multimedia presentation. Students may choose to develop a decision matrix to evaluate ideas. Students should bring artifacts from the job shadow experience to class, which can include career research, materials from the job shadow experience, recorded video or responses from the job shadow interview, or other items which depict how the **helping profession** relates to the terms altruism, servant leadership, and community service. Students should also depict the potential career pathway for students interested in pursuing that profession.

1. The teacher will review PT 3 and the PT 3 rubric. The teacher should remind students to bring evidence of the job shadow experience to class, which can include career research, materials from the job shadow experience, recorded video or responses from the job shadow interview, or other items that depict how the **helping profession** relates to the terms **altruism**, **servant leadership**, and **community service**.

2. Students will work independently to select technology to develop their biographical sketch. Students may choose to develop a decision matrix to evaluate ideas. Students will work during class to complete their biographical sketch. The biographical sketch should depict what students have learned about the profession, with a focus on how it demonstrates key ideas **altruism**, **servant leadership**, and **community service**. The biographical sketch can be used as a formative assessment.

Tip: Here are some resources if students choose to do a podcast:
- Starting Your Podcast: A Guide for Students
- The Nuts and Bolts of Creating Podcasts
- Best Podcast Apps and Websites for Students
- DIY: How To Make A Podcast by Teresa Chin

Day 7: Students will share their multimedia presentations with peers. Students will reflect on what has been learned about **helping professions** and whether one or more of them offer a future career pathway.

Formative assessment data will be collected through observation of student presentations of their biographical sketch.

Lesson 7: Public Health and Healthcare Careers

Day 1: Students will be provided an overview of PT 4. Students will review the list of expectations for PT 4 and the performance task rubric. The teacher will provide an overview of public health and **healthcare** careers along with an overview of the Center for Disease Control's top public health concerns. Students will form groups and discuss the project guidelines, criteria and constraints, and the performance task rubric. The teacher will assign student teams with a particular topic and related **case study**. Students will determine roles and responsibilities within their group. Students will develop a list of team rules and norms that they agree to follow and other functions. Student teams may choose to create a team contract. Student teams will work independently to research their assigned topic and develop a multimedia presentation that socializes the topic with their peers.

1. The teacher will ask students to read: What Is Public Health

2. The teacher will make connections between careers in public health and **healthcare** with **helping professionals**.

Tip: *Recall that **healthcare** occupations are those careers that help people who are currently sick or need additional support. Public health occupations are those careers that work to prevent people in a community or state from getting sick and to promote physical and mental health. To help the class understand the distinction, you can focus on one of the CDC public health challenges and create a T-Chart for students to fill out on their own or in groups. The T-Chart can list public health professions and **healthcare** professions. Students can brainstorm which professions might exist on the preventative public health side (ex. researchers, government agencies, statisticians, etc.) vs **healthcare** (ex. doctors, nurses) to better understand and identify the differences between **healthcare** occupations and public health occupations. This support may be necessary for students with accommodations or English learners.*

The teacher will ask students the following questions:
- How do public health efforts support occupations in **healthcare**? How is public health and public health occupations different than heathcare?
- How do careers in public health and **healthcare** relate to activities in our earlier units, like community service and **helping professionals**?

3. The teacher will briefly discuss major public health issues and their impact on the national, state, and local communities.

Tip: Information from the following article can be referenced for your whole-group discussion.
CDC 10 Most Important Health Concerns

4. The teacher will discuss how **healthcare** and public health occupations are increasing in Louisiana and across the nation. The ability to work with stakeholders to solve **healthcare** and related illness is necessary to support our community. The ability to prevent future **healthcare** issues through education and protection is necessary to prevent physical and mental health issues. **Healthcare** occupations are those that help people who are sick or need additional support. Public health occupations are those that work across the community to prevent people from getting sick and/or promote physical and mental health.

5. Students will be introduced to the public health and **healthcare** task they will be completing in this lesson. Provide students with a copy of the PT 4 task and rubric. Students should have time to ask any questions.

Activity: Public Health Presentation
Time Frame: Day one (research) Day two (short presentation)
Class Configuration: groups of 4-5
Materials: Student Resource PT 4
Description: Students will form groups (4-5 students in each group) to discuss the project guidelines, criteria and constraints, and the performance task rubric.

The teacher will assign student teams with a particular topic. Topics should be chosen from the following list:
- Alcohol
- Cigarette Smoking
- Heart Disease and Stroke
- Motor Vehicle Crash
- Nutrition, Physical Activity, and Obesity
- Prescription Drugs

Student teams will read step one of PT 4. Students will research their assigned topic and develop a short group presentation that socializes the topic with their peers, and determine roles and responsibilities within their group. Students will develop a list of team rules and norms that they agree to follow and other functions. Student teams may choose to create a team contract. The teacher will provide student teams with time to work to research their assigned topic and develop a multimedia presentation that socializes

the topic with their peers. The presentation should:

- Provide an overview of the public health issue
- Discuss the impact of the public health issue on individual people and local communities
- Showcase common methods to educate people about the public health issue
- Describe successful models of community support to help address the public health issue

As formative assessment data will be collected through student reflections on careers in **healthcare** and public health and how they relate to service in their local community.

Day 2: Student teams will finalize their presentation and present their topic to their peers. Students will reflect on their work during the unit, specifically the community service project and **helping professionals** campaign, to draw connections between public health and **healthcare** careers and their influence on solving community issues and problems.

1. The teacher will review PT 4. The teacher will lead a class discussion on public health and the importance of addressing major public health issues.

2. Students will be given time to complete their multimedia presentations.

3. Student teams will present their multi-media presentations on the assigned topic.

As a formative assessment data will be collected through student reflections on how the public health issues that were discussed have an impact on their local community.

Days 3 and 4: The teacher will review steps two and three of PT 4 and allow time for student questions. Student teams will review the provided **case study** that relates to their assigned topic. Students will assume the role of a **healthcare** or public health professional and work together to determine a model of simulated patient care that addresses the patient needs while also educating the public on the specific topic. Students will research their related career, methods of treatment, and models of public engagement to develop the simulated patient care model.

1. To prepare students for their final multimedia presentation, the teacher will review steps two and three of PT 4 with students. The teacher will review the **case study** outlines and allow time for students to ask questions. The teacher will explain that student will have two days to complete step two.

2. The teacher will provide students with the related case studies.

3. Student team members will review the **case study** and list of related occupations. Team members will choose or assign roles and responsibilities for each group member. Remind students that they can use a team contract or project schedule. Each group member will select an occupation from the provided list and assume the role of a public health or **healthcare** professional.

4. Students will work independently to research the selected occupation in order to
   - identify common occupational characteristics (education, salary, work environment, job functions and responsibilities)
   - reflect on how the occupation is a **helping profession**

5. Students will record their responses using the **case study** template and discuss with their team members the findings from their research.

Tip: *Information should be recorded electronically so students can transfer the content into their multimedia presentation.*

6. Students will work individually to develop a simulated method of treatment for the patient described in the **case study** based on their select occupation by completing the following:
    - Describe the relationship that you, as the **healthcare** or public health professional, would have with the patient described in the **case study**
    - Discuss the type of treatment or support you, as the **healthcare** or public health professional, would provide to the patient described in the **case study**

Formative assessment data will be collected by the teacher checking for understanding based on how students select an occupation and create a treatment plan for the case-study patient. Students should be able to answer the following questions:
    o   How do the select occupation and patient work together?
    o   What type of treatment or support is typically provided to the patient to help resolve the medical or mental health issue?
    o   Based on your select occupation, what type of treatment or support would you recommend to the patient?
    o   How does your recommended treatment or support relate to the recommended care that your team will also provide?

1. Students will share their method of treatment with their team members and discuss similarities and differences in how related occupations support the sample patient.

2. Student teams will develop a model of community engagement to educate the public about the assigned public health issue, including:
    - Describe how you and your team, as **healthcare** or public health professionals, would work with the community to prevent the public health issue
    - Develop a model of community engagement that you and your team, as **healthcare** or public health professionals, would implement to support people who are impacted by the public health issue

Formative assessment data will be collected through teacher observation. The teacher will check for student understanding based on how the teams' select occupations can work together to support the community to prevent the public health issue. Students should be able to answer the following questions: (questions can be used as an exit ticket.)
    o   How are the roles and responsibilities of the **healthcare** and public health occupations similar and different?
    o   What type of roles does each of the **healthcare** and public health occupations have in working with the community?
    o   How would your team recommend that **healthcare** and public health professionals work to help educate the community about the public health issue?
    o   How would your ream recommend that **healthcare** and public health professions work to prevent the assigned public health issue?

Tip: *This information should be recorded electronically so students can transfer the content into their multimedia presentation. As a formative assessment measure, the teacher will ask students to describe how their model for simulated patient care will support the patient described in the case-study and help address the public health issue.*

Day 5: Students will develop a multimedia presentation based on their case-study and role as a **healthcare** or public health professional. Students will select the appropriate technology to develop the multimedia presentation. Students should include background on their specific occupation, information and an overview of the simulated patient based on the case-study, conclusions for treatment and care based on each specific role, and methods to educate the public about the public health concern and wider prevention.

1. The teacher will lead a class review of PT 4 and the PT 4 rubric. The teacher will remind students that when developing the multimedia presentation, that they should include background on their specific occupation, information and an overview of the simulated patient based on the case-study, conclusions for treatment and care based on each specific role, and methods to educate the public about the public health concern and wider prevention.

2. Students will work independently to select technology for their multimedia presentation. Students may choose to develop a decision matrix to evaluate ideas. Students will work during class to complete their presentation.

Day 6: Students will share their multimedia presentations with peers, students from another class, or industry professionals from **healthcare** of public health fields. Students will reflect on what has been learned about **healthcare** and public health careers and whether one or more of the professions offer a future career pathway.

1. Students will share their multi-media presentations with the class, another class, or industry professionals and reflect on what they have learned through the unit and whether one or more of the public health or **healthcare** careers offer a potential future career pathway.

2. Students will reflect on a career in healthcare or public health.

Formative assessment data will be collected through student reflections on a career in **healthcare** or public health.

Website Links Referenced in Unit 5

- http://www.readingrockets.org/content/pdfs/World_Walls_-_A_Support_for_Literacy_in_Secondary_School_Classrooms.pdf
- https://www.huffpost.com/entry/amazing-teens-who-broke-b_n_1152386
- https://www.youtube.com/watch?v=ADcG3nxw5Qs
- https://en.wikipedia.org/wiki/Bumper_sticker
- https://blog.hubspot.com/marketing/optimized-instagram-profile
- https://blog.hubspot.com/marketing/optimized-instagram-profile
- https://www.psychologicalscience.org/news/were-only-human/extraordinary-altruism-who-gives-a-kidney.html
- https://www.nytimes.com/2016/07/08/opinion/the-power-of-altruism.html
- https://www.mindtools.com/pages/article/servant-leadership.htm
- https://www.linkedin.com/pulse/linkedin-tips-high-school-students-judy-schramm
- https://university.linkedin.com/content/dam/university/global/en_US/site/pdf/LinkedIn%20Profile%20Checklist%20-%20High%20School%20Students.pdf
- http://www.montgomeryschoolsmd.org/info/baldrige/staff/qualitytools/ORIDfocusedconversationdataanalysis.doc
- Monster.com, 100 Potential Interview Questions
- https://www.monster.com/career-advice/article/100-potential-interview-questions
- https://www.cdcfoundation.org/what-public-health
- https://www.beckershospitalreview.com/population-health/cdc-10-most-important-public-health-problems-and-concerns.html

PURPOSE:

Students experience being deliberately metacognitive while reading by thinking out loud while reading the chosen text about altruism. Pairs (groups of two) consider the range of ways team members interacted with the text and how it helped them build and clarify understanding.

PROCEDURE

• Teacher will distribute copies of the text teacher has decided they will read for this activity from the resources section.

• Teacher will explain how pairs will work together by modeling the first paragraph of the text. Ex. "This sentence has me thinking…" "This reminds me of a time when…"

– In pairs, students will take turns Thinking Aloud with a section of text alternating by paragraph.

–The student who is not reading and "thinking aloud" should take notes on their copy of the text to capture the big ideas of the student who is "thinking aloud".

• After pairs have completed the text by Thinking Aloud, students should discuss (in pairs) what they noticed about their own or their partner's thinking processes about altruism. Teacher may remind students during this time to consider the "big idea(s)" in the text.

AMERICA ACHIEVES
EDUCATOR VOICE FELLOWSHIP

Unit 5: Superheroes in My Community
Suggested Timeline: 28 Days

QUEST for success

Unit Focus: Unit 5 helps students apply leadership skills through community service and discovery of careers in public service, healthcare and public health. Students will understand servant leadership and take steps to become good citizens. The performance tasks ask students to identify altruistic community heroes and careers that help people and shape the community in positive ways. Students will work in teams to develop and lead a community service project that engages their peers and the community.

Stage 1: Desired Results (both skills-based and concept-based)

Big Ideas:

Altruism and servant leadership are essential to the health and growth of a community.

Essential Questions

- What is servant leadership and how can you apply qualities of servant leadership in your classroom, school, and community?
- What is altruism and how can you apply altruistic characteristics in your school, home, and community?
- What qualities and values define a good citizen/community member?
- How can community service help to develop career and executive skills while also supporting personal growth and citizenship?
- What types of careers help people and shape communities?
- How do your personal values and goals relate to servant leadership?

Students Will Know and Be Able To:

- define servant leadership and the characteristics and benefits of altruism;
- develop and demonstrate the characteristics of servant leadership: listening, empathy, persuasion, conceptualization, foresight, stewardship, commitment to the growth of people, and community building;
- evaluate problems in their community and apply leadership skills to create goals that improve the lives of people or address community issues;
- conduct research and a simple needs assessment to determine the needs of individuals or a community;
- apply servant leadership skills to develop a community service project that helps people or helps to shape their community;
- implement a community service project;
- research helping professions and career pathways;
- research public health issues and related health occupations;
- develop a model of simulated patient care through research and evaluation of public healthcare occupations and related procedures.

Career and Life Readiness Competencies	Goals
Applied Knowledge	**Louisiana K-12 Student Standards for English Language Arts**

Career and Life Readiness Competencies

Applied Knowledge

- Critical Thinking Skills
  - thinking critically
  - thinking creatively
  - making sound decisions
  - solving problems
  - reasoning
  - planning
  - organizing
- Career-Related Technical Skills
  - building background knowledge
  - understanding key concepts about an occupation or career pathway

Relational Skills and Personal Attributes

- Interpersonal Skills
  - understanding teamwork
  - working well with others
  - exercising leadership
  - resolving conflict through negotiation
  - respecting individual differences
- Personal Qualities
  - demonstrating responsibility and self-discipline
  - adapting and showing flexibility
  - demonstrating integrity

Executive and Communication Skills

- Executive Skills
  - managing time and other resources effectively
  - communicating effectively with others in multiple formats

Goals

Louisiana K-12 Student Standards for English Language Arts

Reading Standards for Informational Text, Grade 8

RI.8.1 Cite the relevant textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RI.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

Writing Standards, Grade 8

W.8.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.8.7: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

W.8.8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

W.8.9: Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research.

Speaking and Listening Standards, Grade 8

SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SL.8.2: Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

SL.8.4: Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.8.5: Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

Language Standards, Grade 8

L.8.4: Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

L.8.6 - Acquire and use accurately grade-appropriate general academic and domain-specific words and

Goals

- Technology Use Skills
  - understanding technology and its appropriate uses
  - using technology efficiently and effectively
  - applying information technology appropriately and effectively

- Information Use Skills
  - locating information
  - using information
  - communicating information

- Communication Skills
  - communicating verbally
  - listening actively
  - comprehending written material
  - conveying information in writing
  - observing carefully

Civic Engagement Skills

- developing an awareness of major national, state, and local governance issues
- committing to civic involvement
- participating in civic-minded and community-based organizations

Additional Competencies

Critique and Revision

phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Reading Standards for Informational Text, Grades 9-10

RI.9-10.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

RI.9-10.6: Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

Writing Standards, Grades 9-10

W.9-10.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

W.9-10.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.9-10.8: Gather relevant information from multiple authoritative sources using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

W.9-10.9: Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research.

Speaking and Listening Standards, Grades 9-10

SL.9-10.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with diverse partners on *grades 9–10 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.

SL.9-10.2: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

SL.9-10.4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

SL.9-10.5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Goals

Language Standards, Grades 9-10

L.9-10.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

L.9-10.6: Acquire and use accurately 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 considering a word or phrase important to comprehension or expression.

Targeted Career Cluster(s)

- Health Care and Helping Professions
- Leadership and Administration

Supports for Diverse Learners

- Provide notes and readings ahead of time that include additional details and background information. Highlight any key points or topics and make notations to provide background information.

- Provide additional support for vocabulary information.
  - Preview the text or topic and identify vocabulary or sentence structures that might be new for the students.
  - Write these words and phrases on the board and have students write them in their notebooks or on index cards.
  - Use visuals, acting, translation or synonyms to relay the meaning of the word to the students.
  - Reinforce the newly learned language by asking the students to draw it, act it out, or use it in an appropriate sentence.

- Send out video links early and provide students with time to ask questions and retell the key points to the teacher.

- Provide Thinking Aloud protocol and the ORID data analysis tool; highlight key points and make notations to provide background

Goals

- information.
- Model directions and use gestures to support student understanding.
- Use checklist for modifying lesson plans.
- Refer to Guidebook for Supporting Students with Disabilities and English Learner Guidebook as needed.

Stage 2: Assessment/Evidence of and for Student Learning

Curriculum-Embedded Performance Task(s)

Performance Task 1: Servant Leadership/Altruism Profiles
Students will research an everyday hero, complete a hero profile, and reflect on the qualities that define heroism and citizenship.

- Students will research heroes on Giraffe Heroes or CNN.
- Students will select one hero who displays qualities of servant leadership and altruism and create a one-page profile of the individual (e.g. a LinkedIn or Facebook profile page) that highlights the person and his or her identified servant leadership and altruism qualities.
- Students will write a three- to four-sentence reflection on the qualities of the identified hero and how that person inspired others to make a difference.

Performance Task 2: Community Service Project
Students will work in teams to develop and implement a community service project based on the identified needs of individuals or through a community needs assessment.

- Student teams will develop a needs assessment to identify individual and/or community needs.
- Student teams will develop a community service project and create an action plan to implement the community service project to meet a community need.

Formative Checkpoints

- **Class Discussion**—Students actively participate in daily class discussions throughout unit.
- **Self-Evaluation**—Students reflect on being a better citizen and demonstrate this reflection through a commitment card. Students demonstrate understanding of altruism through their bumper sticker tagline.
- **Teacher Observation**—Teacher observes students' progress toward increased collaboration, communication, critical thinking, and creativity.
- **Reflection Paragraphs**—Students reflect on altruism, servant leadership, and community service and write about the qualities of the identified hero and how that person inspired others to make a difference.
- **Industry Research**—Students write brief narratives depicting research in the helping professions.
- **Needs Assessment**—Student teams create a needs assessment to develop and implement a community service project.
- **Impact Document**—Student teams identify impact of their community service project.
- **Group Presentation**—Students work in teams to present their community service project and impact document.
- **Job Shadow**—Students identify and job shadow and individual in a helping profession.
- **Biographical Sketch**—Students create a biographical sketch that maps the career path, education, and skills that an individual displays to help people

- Students will define and assume one or more roles within their student team to implement the community service project.
- Student teams will create an impact document that details the individual or community growth that occurred through their community service project.
- Student teams will present their community service projects and impact document to another class or to community partners to ensure the longevity of the project.

Performance Task 3: Helping Professions Awareness Campaign (Audio/Visual display of Helping Professions)

Students will be asked to create a multimedia biographical sketch that informs other teenagers of the impact and/or reach of the individual and their chosen helping profession.

- Students will identify careers in their community that are considered helping professions.
- Students will identify one individual in their community who is in a helping professions career and job shadow this individual for one day.
- Students will create interview questions and record video of the identified individual during the job shadow day as background material for completion of a biographical sketch.
- Students will create a biographical sketch of the individual that maps their career path, education, and the skills he or she uses to help people and/or serve the community.
- Students will select a multimedia format to present their biographical sketch, which can include media formats such as podcasts, YouTube, and infomercials.

Performance Task 4: Public Health and Healthcare Careers

Students will be asked to work in teams to develop an understanding of the Center for Disease Control's ten most important public health problems and engage their peers through a simulated work environment to address one area of public health.

- Students will identify public health concerns and problems.
- Students will work in teams to socialize one area of public health with their peers.

and/or serve the community.
- **Patient Care Simulation**—Students review a case study and assume the role of a healthcare or public health occupation to develop a patient care plan.

Unit 5: Superheroes in My Community
Suggested Timeline: 28 Days

- Students will assume the role of a healthcare or public health professional to review and make recommendations about a case study and model of simulated patient care.
- Students will work in teams to present their case study and model of simulated patient care.

Stage 3: Learning Plan Overview	
Lessons	**Lessons Overview**
Lesson One: **Why My Voice and Leadership Matter** **1 day**	**Day 1:** Students will individually research youth who have made an impact on society and select the top three youth whose work they find to be inspiring. Students will form groups of three to share their research and discuss any similarities or differences about each student's selected youth. Student teams will briefly present to the class about what they found to be inspirational and why. The class will discuss the importance of being an active citizen and how they can work together to improve the lives of those around them and the local community. Students will complete commitment cards as a reminder of individual students' interests and why they are committed to community service.
Lesson Two: **Altruism - What Is It, and Why Is It Important?** **1 day**	**Day 1:** Students will learn how altruism applies to their lives. Groups will create a bumper sticker or Instagram profile to explain what they saw in a video clip and reflect on the term altruism as they develop their product. The group will share their Instagram profile or bumper sticker with the rest of the class and make adjustments to their products as they further explore the idea of altruism.
Lesson Three: I am a Servant Leader **1 day**	**Day 1:** Students will be introduced to the concept of servant leadership and how it applies to their lives. Students will complete a gallery walk to review profiles of famous figures such as: Mohandas Karamchand Ghandi, Mother Theresa, Martin Luther King Jr., Oprah Winfrey, Oskar Schindler, Dr. Monna Hanna-Attisha, or others. Students will be asked to write one word that comes to mind as they review the social or community impact that the famous figures had on society. Students will read the 10 Characteristics of a Servant Leader and form groups to discuss servant leadership, their reflections on the gallery walk, and the common characteristics listed in the article.
Lesson Four: **Heroes Among Us** **(Includes PT 5.1)** **2 days**	**Day 1:** Students will work individually to review online materials and choose one hero who displays the qualities of a servant leader. **Day 2:** Students will create a LinkedIn Profile page for their selected hero and write a short reflection on how that person inspired others to make a difference. Students will share their reflection with the class and explain the impact the individual had on society.

Stage 3: Learning Plan Overview

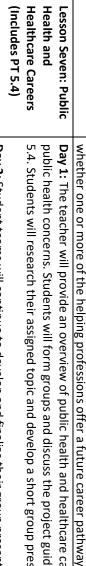|	
Lesson Five: **Community Service** **(Includes PT 5.2)** **10 days**	**Day 1:** Students will form groups and discuss guidelines, criteria, constraints, and the rubric for performance task (PT 6.2). Students will determine roles and responsibilities within their group and develop a list of team rules and norms that they agree to follow. The class will discuss a community service project and develop a short needs assessment to be administered to at least three of their peers or individuals in their community. **Day 2:** The teacher will provide an overview of data collection models and provide a data review template. Students will collect and analyze the data from their team needs assessment. Teams will brainstorm a list of overarching topics/ideas for their community service projects and research components and common characteristics of community service projects. Student teams will start an impact document for the community service project and brainstorm activities to help accomplish their goal and the impact of their community service project. **Day 3:** The class will review the five phases of project management the expectations for PT 5.2. Student teams will begin to plan their community service project. Student teams will update their impact document for the community service project to ensure that all team members have active roles and responsibilities to execute the community service project. **Day 4:** Student teams will discuss how they know that they are on track for project completion by the deadline and reflect on their classroom project schedule and finalize their plan for the community service project. **Day 5:** Teams will review project schedules, performance management, risk logs, and project evaluation. Student teams may choose to update their impact document and/or develop additional project tools like a project schedule, performance management plan, risk log, and project evaluation plan. Student teams will begin to implement their community service project. For community service project can be done in class, student teams complete PT 5.2. For community service projects that need to be completed outside of class, classroom time will be used for project planning. **Days 6, 7, and 8:** Student teams will implement their community service project. If the community service project can be done in class, class time should be given to student teams to complete PT 5.2. If the community service project needs to be completed outside of class, classroom time can be used for project planning. The teacher should provide support to student teams. The teacher should remind student teams to discuss performance management and evaluation based on the state goals and impact of the community service project which is described in the impact document. **Day 9:** Student teams will complete their community service project and the impact document. Student teams will develop a group presentation following the five phases of project management (e.g. initiating the project, planning the project, executing the project, monitoring the project, and closing the project). Student teams will complete their group presentation and determine roles and responsibilities for giving the presentation. **Day 10:** Student teams will present their community service project and impact documents to another class or to the identified community partners to ensure the longevity of the project.

Stage 3: Learning Plan Overview

Lesson Six: Helping Professions Awareness Campaign (Includes PT 5.3) 7 days	**Day 1:** Students will brainstorm a list of helping professions in their community and develop an introductory request to a person they choose for the job shadow experience.
	Day 2: The teacher will conduct a close reading activity with students on interview questions, and students will group sample interview questions into four categories. Students will develop interview questions in each of the four areas and practice interviewing their peers. Students will refine and complete their interview questions and finalize plans to conduct their job shadowing experience.
	Day 3 and 4: Students will complete their job shadow experience and interview. Students must complete their shadow day and bring materials for development of their multimedia presentation by Day 6. Students will use career websites to research one or more helping professions. Students will produce and share a Tweet to persuade others in class to consider a helping profession.
	Days 5 and 6: Students will complete their multimedia presentation based on their job shadow experience and interview. Students will use artifacts from the job shadow experience, which can include career research, materials from the job shadow experience, recorded video or responses from the job shadow interview, or other items which depict how the helping profession relates to the terms altruism, servant leadership, and community service. Students will also depict the potential career pathway for students interested in pursuing the helping profession.
	Day 7: Students will share their multimedia presentations with peers. Students will reflect on what has been learned about helping professions and whether one or more of the helping professions offer a future career pathway.
Lesson Seven: Public Health and Healthcare Careers (Includes PT 5.4) 6 Days	**Day 1:** The teacher will provide an overview of public health and healthcare careers along with an overview of the Center for Disease Control's top public health concerns. Students will form groups and discuss the project guidelines, criteria and constraints, and the rubric for Performance Task 5.4. Students will research their assigned topic and develop a short group presentation that introduces the topic to their peers.
	Day 2: Student teams will continue to develop and finalize their group presentation to educate peers about the assigned public health issue. This presentation will showcase common methods to educate people about the public health issue. Students will reflect on their work during the unit, specifically the community service project and helping professionals campaign, to draw connections between public health and healthcare careers and their influence on solving community issues and problems.
	Days 3 and 4: Student teams will review the provided case-study that relates to their assigned topic and work on step two of the PT. Students will assume the role of a healthcare or public health professional and work together to determine a model of simulated patient care that addresses the patient needs while also educating the public on the specific topic. Students will research their related career, methods of treatment, and models of public engagement to develop the simulated patient care model.

Unit 5: Superheroes in My Community
Suggested Timeline: 28 Days

Lesson One Learning Plan: Why My Voice and Leadership Matter

Synopsis Students will be introduced to the unit while highlighting empathy and the importance of their role as citizens to improve the community and world they want to live in.	**Essential Question** • What is servant leadership, and how can I apply qualities of servant leadership in my classroom, school, and community?

Assessed Career and Life Readiness Competencies:

Thinking critically by reflecting on what it takes to become a better citizen.

Demonstrating integrity through the students' oath for becoming a better citizen, demonstrated on a commitment card.

Suggested Texts and Resources:

Resources	New Vocabulary for the Learning Plan
• Huffington Post: 40 Students Who Changed the World	• empathy • humanitarian • citizenship • trajectory • oath • altruism • servant leadership • community service

Learning Events and Formative Checkpoints:

Day 1	Students will know and be able to define servant leadership and the characteristics and benefits of altruism. Formative Assessment • teacher observation of class discussion • teacher review of the student oath for becoming a better citizen as demonstrated on a commitment card Materials/Resources • *Huffington Post* article

Unit 5: Superheroes in My Community

Suggested Timeline: 28 Days

Learning Two Plan: Altruism-What is it, and Why Is It Important?

Synopsis

Students will be introduced to how altruism applies to the students' lives. The impact of altruism will be viewed through real-life scenarios.

Essential Question

- What is altruism, and how can I apply altruistic characteristics in my school, home, and community?

Career and Life Readiness Competencies

Thinking critically by creating a bumper sticker to demonstrate understanding of altruism.

Thinking creatively by creating an original tagline to demonstrate the definition of altruism.

Critique and Revision is demonstrated through updates to the bumper sticker after reading the articles on altruism.

Suggested Texts and Resources

Resources

- Video clip from Hunger Games: Is This Altruism
- Why Do Human Beings Do Good Things? The Puzzle of Altruism
- Extraordinary Altruism: Who Gives a Kidney to a Stranger
- The Power of Altruism
- Tammany teacher and foster parent who donated kidney to student and founded summer camp gets award
- Thinking Aloud protocol

New Vocabulary for the Learning Plan

- selflessness
- gratitude
- embodies
- volunteerism
- longevity
- sustainability

Learning Events and Formative Checkpoints

Day 1	Students will know and be able to define servant leadership and the characteristics and benefits of altruism.
	Formative Assessment
	• teacher observation of class discussion
	• teacher review of the original and revised group bumper sticker to determine if students understand the concept of altruism
	Materials/Resources
	• The Hunger Games video clip
	• The Puzzle of Altruism
	• The Power of Altruism
	• Extraordinary Altruism: Who Gives a Kidney to a Stranger?
	• Tammany teacher and foster parent who donated kidney to student and founded summer camp gets award
	• Thinking Aloud protocol

DEPARTMENT OF EDUCATION — Louisiana Believes

AMERICA ACHIEVES EDUCATOR VOICE FELLOWSHIP

Lesson Three Learning Plan: I Am A Servant Leader

Synopsis

Students will consider how servant leadership applies to their lives. Students will demonstrate understanding of the characteristics of servant leadership through discussion.

Essential Questions

- What qualities and values define a good citizen/community member?
- How can community service help to develop career and executive skills while also supporting personal growth and citizenship?

Assessed Career and Life Readiness Competencies:

Reasoning demonstrated through students' discussion on how they themselves might impact their communities.

Communicating verbally demonstrated through peer conversations on servant leadership and the impact of servant leaders in their community.

Suggested Texts and Resources:

Resources

- 10 Characteristics of a Servant Leader

New Vocabulary for the Learning Plan

- persuasion
- conceptualization
- foresight
- stewardship

Learning Events and Formative Checkpoints:

Day 1

Student will know and be able to

- define servant leadership and the characteristics and benefits of altruism;
- develop and demonstrate the characteristics of servant leadership: listening, empathy, healing awareness, persuasion, conceptualization, foresight, stewardship, commitment to the growth of people, and building community.

Formative Assessment

- teacher observation of class discussion

Materials/Resources

- Characteristics of Servant Leadership
- self-stick notes

QUEST for success

Lesson Four Learning Plan: Heroes Among Us

Synopsis

Students will be introduced to ways ordinary individuals can make a difference.
Students will demonstrate how a hero can inspire others to make a difference.

Essential Question:

- How can community service help to develop career and executive skills while also supporting personal growth and citizenship?

Assessed Career and Life Readiness Competencies:

Thinking critically is demonstrated as students make the connections between the heroes and the impact on their own communities.

Thinking creatively is demonstrated through originality in the LinkedIn profile.

Reasoning is demonstrated through the student awareness of how they can take similar actions to address community issues.

Planning and organizing is demonstrated through the layout of the LinkedIn profile.

Demonstrates integrity is identified through the choice of a servant leader that provides inspiration to make a difference.

Applying information technology appropriately and effectively is demonstrated through the successful completion of a LinkedIn profile.

Using information is demonstrated through the research of a hero and the development of the LinkedIn profile based on the hero.

Communicating information is demonstrated as students share their profiles with the class.

Suggested Texts and Resources:

New Vocabulary for the Learning Plan

- hero

Resources

- CNN Heroes web page
- Giraffe Heroes Project web page
- PT 5.1 student handout
- PT 5.1 rubric
- LinkedIn Profile Checklist

Learning Events and Formative Checkpoints:

Day 1

Students will know and be able to

- develop and demonstrate ten characteristics of servant leadership: listening, empathy, healing awareness, persuasion, conceptualization, foresight, stewardship, commitment to the growth of people, and building community.

Formative Assessment

- teacher observation of class discussion

Materials/Resources

- Hero websites
- LinkedIn Profile Checklist
- PT 5.1 student handout
- PT 5.1 rubric

Day 2

Students will know and be able to

QUEST for success

Unit 5: Superheroes in My Community
Suggested Timeline: 28 Days

Lesson Four Learning Plan: Heroes Among Us

- develop and demonstrate ten characteristics of servant leadership: listening, empathy, healing awareness, persuasion, conceptualization, foresight, stewardship, commitment to the growth of people, and building community.

Formative Assessment

- teacher observation of class discussion
- teacher review of student reflections

Materials/Resources

- LinkedIn Profile Checklist
- PT 5.1 student handout
- PT 5.1 rubric

Lesson Five Learning Plan: Community Service

Synopsis

Students will define the components of and develop a needs assessment. Students will implement a needs assessment and analyze the data to create and implement a community service project through teamwork and collaboration.

Essential Questions

- What is servant leadership and how can you apply qualities of servant leadership in your classroom, school, and community?
- How can community service help to develop career and executive skills while also supporting personal growth and citizenship?

Assessed Career and Life Readiness Competencies:

Thinking critically is demonstrated by developing a needs assessment, developing a community service project, and identifying the impact of the project.

Making sound decisions is demonstrated by analyzing the needs assessment and applying the results to a community service project.

Solving problems is demonstrated by developing an appropriate community service project to solve a community need.

Planning and organizing is demonstrated by effectively using project management skills to create a community service project.

Understanding teamwork and being able to work with others is demonstrated through developing a team contract and preparing a presenting a project in teams.

Exercising leadership is demonstrated through the student roles in the project planning and presentation.

Managing time and other resources effectively is demonstrated by completing all tasks on time.

Communicating effectively is demonstrated through an interactive presentation.

Actively listening is demonstrated through the student's ability to follow instructions to successfully complete the project.

Conveying information is demonstrated through a one-page document describing the impact of the project.

Developing an awareness of major national, state, and local governance issues is demonstrated through the choice of a community service project topic.

Committing to civic involvement is demonstrated through the student reflections on how they can be an everyday hero in their own lives.

Participating in civic-minded and community-based organizations is demonstrated through the successful completion of the community service project.

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Lesson Five Learning Plan: Community Service

Suggested Texts and Resources:

New Vocabulary for the Learning Plan
- needs assessment

Resources
- PT 5.2 student handout
- PT 5.2 rubric
- Team contract
- ORID data analysis tool
- 10 Creative Project Planning Ideas

Learning Events and Formative Checkpoints:

Day 1

Students will know and be able to
- evaluate problems in their community and apply leadership skills to create goals that improve the lives of people or address community issues;
- conduct research and a simple needs assessment to determine the needs of individuals or a community;
- apply servant leadership skills to develop a community service project.

Formative Assessment
- teacher observation of class discussion
- teacher observation of students in group activities

Materials/Resources
- PT 5.2 student handout
- PT 5.2 rubric

Day 2

Students will know and be able to
- evaluate problems in their community and apply leadership skills to create goals that improve the lives of people or address community issues;
- conduct research and a simple needs assessment to determine the needs of individuals or a community;
- apply servant leadership skills to develop a community service project.

Formative Assessment
- teacher observation of class discussion
- teacher observation of students in group activities

Materials/Resources
- ORID data analysis tool
- PT 5.2 student handout

Day 3

Students will know and be able to
- evaluate problems in their community and apply leadership skills to create goals that improve the lives of people or address community issues;
- conduct research and a simple needs assessment to determine the needs of individuals or a community;
- apply servant leadership skills to develop a community service project.

Formative Assessment

Lesson Five Learning Plan: Community Service

Day 4	Students will know and be able to ● evaluate problems in their community and apply leadership skills to create goals that improve the lives of people or address community issues; ● conduct research and a simple needs assessment to determine the needs of individuals or a community; ● apply servant leadership skills to develop a community service project. **Formative Assessment** ● teacher observation of class discussion ● teacher observation of students in group activities ● teacher review of impact document **Materials/Resources** ● PT 5.2 student handout ● PT 5.2 rubric
Day 5	Students will know and be able to ● evaluate problems in their community and apply leadership skills to create goals that improve the lives of people or address community issues; ● conduct research and a simple needs assessment to determine the needs of individuals or a community; ● apply servant leadership skills to develop a community service project. **Formative Assessment** ● teacher observation of class discussion ● teacher observation of students in group activities ● teacher review of project schedules, performance management, risk logs, and project evaluation **Materials/Resources** ● Team contract ● PT 5.2 student handout ● PT rubric
Days 6, 7, and 8	Students will know and be able to ● evaluate problems in their community and apply leadership skills to create goals that improve the lives of people or address community issues; ● conduct research and a simple needs assessment to determine the needs of individuals or a community; ● apply servant leadership skills to develop a community service project; ● implement a community service project.

(Day 4 continued — top portion)
● teacher observation of class discussion
● teacher observation of students in group activities
● teacher review of students' community service topics and ideas

Materials/Resources
● 10 Creative Project Planning Ideas

Lesson Five Learning Plan: Community Service

Day	
Day 9	Students will know and be able to • evaluate problems in their community and apply leadership skills to create goals that improve the lives of people or address community issues; • conduct research and a simple needs assessment to determine the needs of individuals or a community; • apply servant leadership skills to develop a community service project; • implement a community service project; • apply technology to implement a community service project. Formative Assessment • teacher observation of class discussion • teacher observation of students in group activities Materials/Resources • PT 5.2 student handout • PT 5.2 rubric
Day 10	Students will know and be able to • evaluate problems in their community and apply leadership skills to create goals that improve the lives of people or address community issues; • conduct research and a simple needs assessment to determine the needs of individuals or a community; • apply servant leadership skills to develop a community service project; • implement a community service project; • apply technology to implement a community service project. Formative Assessment • teacher observation of class discussion • teacher observation of students in group activities • teacher observation of presentations. Materials/Resources • PT 5.2 student handout • PT 5.2 rubric
	• apply technology to implement a community service project. Formative Assessment • teacher observation of class discussion • teacher observation of students in group activities • teacher review of project schedules, performance management, risk logs, and project evaluation Materials/Resources • PT 5.2 student handout • PT 5.2 rubric

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Lesson Six Learning Plan: Helping Professions Awareness Campaign

Synopsis

Students will research helping professions and interview a person in the helping profession field. Students will share their research with others through a collaborative site focusing on how this profession demonstrates key ideas about altruism, servant leadership, and community service. Students will create a multi-media presentation to share with their peers.

Essential Question

- What types of careers help people and shape communities?

Assessed Career and Life Readiness Competencies:

Thinking critically is demonstrated by using research to understand the impact and pathway of helping professions and by developing interview questions.

Thinking creatively is demonstrated by developing a multi-media presentation.

Background knowledge and understanding and key concepts about the occupation career pathway or industry is demonstrated through the ability to understand the impact of helping professions on careers and the ability to understand the link between helping professions to altruism, servant leadership, and community service.

Managing time and other resources effectively is demonstrated by completing the shadowing, interviewing, and videoing of a helping professional.

Applying information technology appropriately and effectively is demonstrated through the use of various career sites to perform a research task and posting to social media.

Communicating verbally, listening actively is demonstrated by completing the shadowing, interviewing, and videoing of a helping professional.

Using information is demonstrating the ability to research information to understand the benefits and demands of the helping profession.

Communicating information is demonstrated by creating a biographical sketch, posting to social media, and presenting in a multi-media format.

Developing an awareness of major national, state, and local governance issue is demonstrated through the developing of interview questions and conducting an interview with a helping professional.

Participating in civic-minded and community-based organizations is demonstrated by shadowing a helping professional.

Suggested Texts and Resources:

New Vocabulary for the Learning Plan

- helping professions

Resources

- PT student handout
- PT 5.3 rubric
- Monster.com: 100 Top Job Interview Questions

Learning Events and Formative Checkpoints:

Day 1	Students will know and be able to research helping professions and the career pathways to access these jobs.
	Formative Assessment
	- teacher observation of class discussion
	- teacher review of students' job shadow request
	Materials/Resources
	- PT student handout

	Lesson Six Learning Plan: Helping Professions Awareness Campaign
Day 2	Students will know and be able to research helping professions and the career pathways to access these jobs.
	Formative Assessment
	• teacher observation of class discussion
	• teacher review of students' questions for job shadowing
	Materials/Resources
	• Monster.com article
Days 3 and 4	Students will know and be able to research helping professions and the career pathways to access these jobs.
	Formative Assessment
	• teacher observation of group research
	Materials/Resources
	• PT 5.3 student handout
	• PT 5.3 rubric
Day 5 and 6	Students will know and be able to research helping professions and the career pathways to access these jobs.
	Formative Assessment
	• teacher observation of class discussion
	• teacher review of students' biological sketches
	Materials/Resources
	• PT 5.3 student handout
	• PT 5.3 rubric
	• Starting Your Podcast: A Guide for Students
	• The Nuts and Bolts of Creating Podcasts
	• Best Podcast Apps and Websites for Students
	• DIY: How To Make A Podcast by Teresa Chin
Day 7	Students will know and be able to research helping professions and the career pathways to access these jobs.
	Formative Assessment
	• teacher observation of class discussion

Lesson Seven Learning Plan: Helping Public Health and Healthcare Careers

Synopsis

Students will evaluate public health challenges in their community. Students will research public health challenges and related healthcare or public health occupations. Student teams will develop a model of simulated patient care.

Essential Questions

- What qualities and values define a good citizen?
- What types of careers help people and shape communities?
- How do personal values and goals relate to servant leadership?

Assessed Career and Life Readiness Competencies:

Thinking critically is demonstrated by using research to understand healthcare and public health pathways and by planning, organizing and a simulated work environment.

Thinking creatively is demonstrated by developing a team multimedia presentation.

Background knowledge and understanding key concepts about the occupation career pathway or industry is demonstrated through the ability to understand the link between practitioner-related healthcare and career service via public health.

Understanding teamwork and being able to work with others is demonstrated through development of a team multimedia presentation.

Managing time and other resources effectively is demonstrated by completing the shadowing, interviewing, and videoing of a helping professional.

Applying information technology appropriately and effectively is demonstrated through the creation of the multi-media presentation.

Communicating verbally, listening actively is demonstrated by completing and explaining the case study multimedia presentation to educate the public about the public health concern and community prevention.

Using information is demonstrated by the ability to research information to understand the benefits and demands of the healthcare profession.

Developing an awareness of major national, state, and local governance issue is demonstrated through the CDC research of public health challenges and presentation to a healthcare professional.

Participating in civic-minded and community-based organizations is demonstrated by presenting to a healthcare professional.

Suggested Texts and Resources:

New Vocabulary for the Learning Plan:

- case study
- healthcare
- patient-centered care
- public health
- simulated work environment

Resources

- PT 5.4 student handout
- PT 5.4 rubric
- [CDC Foundation: What Is Public Health?](#)
- [Beckers: 10 most important public health problems and concerns](#)

Learning Events and Formative Checkpoints:

Day 1	Students will know and be able to
	• understand the differences between healthcare and public health
	• identify public health challenges and occupations through research on assigned public health issue
	Formative Assessment
	• teacher observation of class discussion
	• teacher review of team rules and norms
	Materials/Resources

Lesson Seven Learning Plan: Helping Public Health and Healthcare Careers

Day 2	Students will know and be able to ● develop and finalize their group presentation to educate peers about the assigned public health issue ● present on the impact of the assigned public health issue on local communities and showcase common methods to educate people about it Formative Assessment ● teacher observation of class presentations Materials/Resources ● PT student handout ● PT 5.4 rubric
Days 3 and 4	Students will know and be able to show evidence of understanding public health and healthcare-related careers while developing the simulated patient care model. Formative Assessment ● teacher observation of class research ● teacher review of completed outline of occupation research and reflection, simulated method of treatment, and model of community engagement from PT 5.4 Materials/Resources ● PT student handout ● PT 5.4 rubric
Day 5	Students will know and be able to show evidence of using technology to create a multimedia presentation. Formative Assessment ● teacher observation of class discussion ● teacher review of multimedia presentation Materials/Resources ● PT 5.4 student handout ● PT 5.4 rubric
Day 6	Students will know and be able to present multi-media presentation using executive and communication skills. Formative Assessment ● teacher observation of class presentation.

(Top row, Day 2 header materials)
● PT student handout (Step one)
● PT 5.4 rubric

This handout describes a simple method that could be beneficial as you use "reflective practice" to help improve your campus diversity practices.

ORID Focused Conversation Method

Adapted from *Practical Facilitation: A Toolkit of Techniques*, Chapter 3 (Christine Hogan, 2003, Kogan Page Publishers)

Purpose of the ORID process

- Reflect on and interpret a shared experience (e.g., a meeting) and decide what to do as a result.
- Listen to and share perceptions and emotional responses, suspend judgment during the discussion, and gain a broader and deeper understanding of the experience.

Stages

The acronym "ORID" is derived from the first letters of the four stages of questioning:

- **O**bjective
- **R**eflective
- **I**nterpretative
- **D**ecision

A facilitator prepares, then asks, questions to which group members respond. The facilitator may want to explain the purpose and outline the stages, both to help participants stay on task and learn a process they too can use. Ideally, questions are:

- prepared in advance and relevant to the experience
- open-ended and specific
- sequenced, i.e., start with easy questions.

The facilitator asks each participant to give one idea at a time (to encourage participation from as many people as possible) and guides participants back on task if they skip a stage. The facilitator may record ideas on flip charts to keep track of them. The facilitator may wish to summarize ideas or ask for clarification.

1. Objective: Facts, Data, Senses

Objective questions related to thought, sight, hearing, touch, and smell are used to draw out observable data about the experience. For example:

- What images or scenes do you recall?

- Which people, comments, ideas, or words caught your attention, and why?

- What sounds do you recall?

- What tactile sensations do you recall?

Participants learn that people have different perspectives on observable reality and may recall the same experience differently.

2. Reflective: Reactions, Heart, Feelings

Reflective questions relate to the affective domain - emotional responses, moods, and hunches. Examples:

- How did this experience affect you?

- What was the high point?

- What was the low point?

- What was the collective mood of the group involved?

- How did the group react?

- What were your feelings during the experience?

If individuals have difficulty identifying feelings, the facilitator might suggest, for example, "During the experience were you surprised/angered/ curious/confused?" Individuals often correct the questioner regarding the intensity of the feeling: for instance, "No, I wasn't angry, I was absolutely livid."

3. Interpretative: So What?

The facilitator invites participants to consider the experience's value, meaning, or significance for them. For example:

- What was your key insight?
- What was the most meaningful aspect of this activity?

- What can you conclude from this experience?
- What have you learned from this experience?
- How does this relate to any theories, models and/or other concepts?

4. Decision: Now What?

Individuals and the group determine future resolutions and/or actions. For example:

- How, if at all, has this experience changed your thinking?
- What was the significance of this experience to your study/work/life?
- What will you do differently as a result of the experience?
- What would you say about the experience to people who were not there?
- What would it take to help you apply what you learned?

Advantages

People often evaluate experiences quickly and superficially, or allow discussions to meander. This framework enables detailed reflection and learning, and helps groups get to the heart of the matter efficiently. It is simple, follows a natural process, and ensures that each step of the process is taken, so that the group can reach conclusions based upon the widest possible base of data.

The method structures the debriefing process and prompts recall so that a group can broaden their perspectives of an experience, develop a shared understanding of the experience, and formulate a common strategy.

Emotional or intuitive responses are important data but frequently are not acknowledged. When taken into consideration in decision making, they strengthen and support the decision. Ignored, they often jeopardize the decision.