

Unit Overview & Remote Learning Modifications

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.

Modifications:

The following lesson(s) have been modified to make learning opportunities more accessible to students in a remote setting. The use of an LMS with the capability of posting discussions, assignments, and video/content links for students is recommended.

- In a modification to Lesson 3: I Am a Servant Leader, students are
- In a modification to Lesson 4: Heroes Among Us, students are

Lesson 3: I Am a Servant Leader (Modified)

Day 1: Students will learn the characteristics of servant leadership. Students will review profiles of famous figures such as: Mohandas Karamchand Gandhi, 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: Virtual Gallery Walk

Time Frame: 55 minutes

Class Configuration: Individual

Materials: Post your copy of the [Unit 5, Lesson 3 Virtual Gallery Walk Choice Board](#) as well as the [Servant Leadership: Putting Your Team First, and Yourself Second](#) article to your Learning Management System (LMS) such as Google Classroom, Canvas, etc. This resource will help students self-navigate information regarding the key figures of this activity - Mohandas Karamchand Gandhi, 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>), a teacher [Padlet](#) account, and student devices with Internet access.

Description: Students will describe famous leaders with one word on a teacher-generated Padlet board.

Teacher Tip: In order to successfully implement this activity, pre-planning will need to be done in order to set up Padlet boards for students to record their responses on. After the teacher downloads their own copy of the [Unit 5, Lesson 3 Virtual Gallery Walk Choice Board](#) (this will save automatically in Google Drive as long as the teacher is signed in to one), the teacher will need to setup a Padlet board to help organize and capture student responses. It is recommended that the teacher use the "Shelf" Padlet template and add the names of each influential figure as a column in the newly created board. When the board is ready, copy the share link to the board and hyperlink to the teacher copy of the Virtual Gallery Walk Choice Board. Be sure to perform this action prior to sharing student copies of this document so that students have access to the desired response location.

1. The teacher will post the modified copy of the Unit 5, Lesson 3 Virtual Gallery Walk Choice Board for students to view. Making a copy for each student is unnecessary for this activity.
2. Instruct students to use 15-20 minutes to immerse themselves in the content linked in the choice board document. After, students are to access the pre-made Padlet board (setup by the teacher prior to the lesson). They are to write one word under each column representing each famous hero. The word should represent students' reflections of what comes to mind when they see the picture.
3. Discuss the results of the Padlet activity with students.
4. The teacher will provide a copy of the [Servant Leadership: Putting Your Team First, and Yourself Second](#) article for students through the LMS. A link to this resource is also provided on the choice board. For online texts, encourage students to utilize the Immersive Reader Chrome Extension (if allowed) as well as Google Translate if necessary.

Teacher Tip: Entire webpages can be translated using Google Translate. When you access Google Translate by visiting <https://translate.google.com>, copy a website's URL address and paste it into the "Translate" field. When this action is performed, a new link is generated next to the link the teacher pasted. This link is now a fully translated website for students to view. If this is an accommodation that is frequently needed, consider providing only links to translated sites to reduce the amount of website links provided to students.

5. Provide students 10-15 minutes to independently read the article provided. A timer can be screenshared to provide students with the opportunity to track how much time they have remaining to read the article and prepare for the following discussion.
6. Lead students through a discussion surrounding the article that they just read, making the intentional effort to help students make connections between the influential figures that they were introduced to in the previous portion of this activity and the article that they just read. Allow students to process the following reflection prompt: Did you find servant leaders who had those characteristics, but also had other identifiable traits to consider? What were they?
7. 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 Virtual Gallery Walk activity as well as responding to the reflection prompt.

Lesson 4: Heroes Among Us (Modified)

Remote learning modification: The major instructional shift encountered in this activity is in the options provided to students and the rubric that is used to assess students. If students are remote and cannot complete the paper-based student copy of PT 1, allow students the opportunity to complete the required sections of PT 1 in a individualized Google Slide or online-based presentation that gives students the flexibility to easily add and move content around in the document as opposed to a static document. Similar to Unit 5, Lesson 3 Virtual Gallery Walk Choice Board, it is suggested that the teacher download their own version of the slide template linked below and share a copy with each student to assist students in reaching the desired learning outcomes.

Link to the student-facing Google Slide template: [Unit 5, Lesson 4 PT 1 Student Template](#)

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.

Website Links Referenced in Unit 5

- [http://www.readingrockets.org/content/pdfs/World_Walls - A Support for Literacy in Secondary School Classrooms.pdf](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>