

#### 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 **citizen**; 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 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 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:** Gallery Walk

**Time Frame:** 35 minutes

**Class Configuration:** Individual, whole-group

**Materials:** Post pictures of 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>), 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:
  - *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.

- *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.
- *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?
    - 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?
    - 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?
    - 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.

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**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:
  - Validation of anecdotal evidence of community needs and assets.
  - Highlight significant trends found in the data collection process.
  - Reveal differences across segments of the community.
  - 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:
  - Compiling all of the available data into one space.
  - Grouping or manipulating data to make it easier to review.
  - Extracting data or presenting information to see trends, similarities, differences, and outliers.
  - 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.

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**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.

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**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.

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**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**.

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**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

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

Theme: Job skills

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

Theme: Community impact

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

Theme: Personal values

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

Theme: Completing the Biographical Sketch

- Questions: How will identifying these characteristics help you to complete your biographical sketch of the person that you will interview?
- 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.

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**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](#)

- 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 healthcare?
  - How do careers in public health and **healthcare** relate to activities in our earlier units, like community service and **helping professionals**?
- 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](#)

- 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.
- 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.

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**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.

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**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:

- 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?
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.)

- How are the roles and responsibilities of the **healthcare** and public health occupations similar and different?
- What type of roles 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?

**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](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.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://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](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](http://Monster.com)
- <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>

