

## EL/Civics Lesson Plan

Program Name Canton City Schools ABLE

Staff Responsible for Lesson Patricia Dolezal

Date(s) Used	July 2009
Civics Category	II. Civic Participation
Civics Objective	17. Community Resources-Volunteers Identify and describe volunteer opportunities in the community.
Time Frame to Complete Lesson	1 hour over 3 days
EFL(s)	Level 6
Standard(s)/Components of Performance	<p style="text-align: center;">Listen Actively</p> <p style="text-align: center;">C3 Monitor comprehension, adjusting listening strategies to overcome barriers to comprehension</p> <p style="text-align: center;">Speak so Others can Understand</p> <p style="text-align: center;">C2 Organize and relay information to effectively serve the purpose, context and listener.</p> <p style="text-align: center;">Read with Understanding</p> <p style="text-align: center;">C2 Select reading strategies appropriate to the purpose.</p>
Benchmark(s)	L6.4 Has increasing ability to understand directions and questions without face to face contact. S6.1 Communicate in social and work settings differentiating between formal and informal. R6.2 Use strategies to understand text.
Materials	<ul style="list-style-type: none"> <li>• Volunteer Information form and accompanying directions (see attached)</li> <li>• Internet access and/or local phone book</li> <li>• If available, a list of social agencies in the area to use as a jumping off point for students.</li> </ul>
Activities	<ol style="list-style-type: none"> <li>1. Discuss the concept of volunteerism in the U.S. Ask Ss if volunteerism happens in their home countries. Elicit the types of volunteering available in their country and ask what Ss have done and/or would like to do.</li> <li>2. Next, talk about possible local places that might need volunteers like hospitals, nursing homes, schools, and social agencies. Hand out list if available.</li> <li>3. Using the Internet, if possible, have Ss find the home page of the local Social Service Agencies to find out what they do and if they use volunteers in order to determine whether they would like to volunteer there. Have Ss choose two places to contact and to</li> </ol>

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	<p>write down the phone numbers and contact person if listed.</p> <ol style="list-style-type: none"> <li>4. Group Ss in pairs and have them write down the kind of questions they need to ask when they look into volunteering.</li> <li>5. In the large group compile the questions and choose which ones are most important.</li> <li>6. Use these questions to create a form similar to the one that is attached to be handed out the next day.</li> <li>7. At the next class period, pass out the form to the Ss along with the directions as to what to do. Go over them to make sure everyone understands.</li> <li>8. *Pair up Ss and have one student pretend he's from the agency and the other pretend he wants to volunteer. Then have them switch roles. If a phone system is available to make it seem more real, that would be best. For homework have Ss contact their organizations and to be prepared to report what happened.</li> <li>9. The next day have Ss report their findings and whether they would volunteer there. Collect their forms. Encourage them to volunteer.</li> </ol>
Assessment/ Evidence	Ss will be able to confirm they performed the assignment when they do the group sharing and turn in the written form.
Reflection	I was disappointed in the lack of response. We had talked about ways to have more contact with Americans and how volunteering is a good way to accomplish this. I think Ss were intimidated by phone contact despite having a prepared list of questions. * If I did it again I would prepare the Ss by having them practice using our "phone" system.

\*I did not do this step, but if I had this is where I would have placed it.

### **Volunteer Activity**

Directions:

- Contact the agencies you are interested in.
- Ask to speak to the volunteer coordinator.
- Answer the questions you have developed to learn more about this group's volunteer work.
- Write down the responses during or after the call.
- Prepare a brief presentation about what you learned and whether you would volunteer there.
- Turn in your form to the teacher.

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Volunteer Information Form

Name of Agency		
Contact Information Person and title Phone		
What does the agency do? What is its purpose?		
What kinds of jobs are available for volunteers?		
Does the agency train volunteers for a position?		
Do volunteers need any special paperwork like fingerprinting, medical exams, etc.?		
How often does the agency use volunteers?		
When are volunteers needed? (Days, evenings, weekends)		

Note: I printed this out landscape vs portrait.