

Unit VII: Building Better Futures: Narrative, Recovery and Responsibility

Grade Levels: 9-12

Time: 120 minutes

Lesson HVII-22: The Next Step: Volunteering and Giving Service

Objectives:

Students will be able to describe various volunteerism programs and explain their functions.

Students will be able to apply knowledge and skills in addressing a community, state, or national need through the completion of a student-designed service project.

Students will be able to engage in active citizenship through the giving of their time, talents, and skills.

Key Terms:

AmeriCorps

Peace Corps

Teach for America

CitizenCorps

Senior Corps

Materials:

- The Corps Experience found at <http://www.teachforamerica.org>
- “Stories of Service” found at http://www.americorps.gov/for_individuals/current/stories.asp (see attached document)
- Journals
- “United We Serve” found at <http://www.serve.gov/about.asp>
- The Peace Corps <http://www.peacecorps.gov/>

Activities/Procedures:

1. Beginning with a warm up activity, give students five minutes to respond to the following questions:

- Have you ever been in the position of helping someone in need?
- Describe the situation. What was the outcome?
- How did you feel when it was over?

Explain to students that the situation should have significant relevance.

Have students share their responses with the class.

2. Using the computer lab or the media center, have students research AmeriCorps and answer the following questions:

- What is AmeriCorps? Peace Corps? 911 Day of Service? Others?
- What is its origin and how is it funded?
- Who are its members and how can you join?
- What are the benefits to joining?
- Make a list of all the civic or community activities in which the organization is engaged.

3. Have students brainstorm a list of possible community projects in which they would like the school to become involved and select one through a class vote. (Topics could include but not be limited to the following: poverty, hunger, disaster relief, community blood drive, and support for the military/veterans.)

4. After a project has been selected, students can begin to determine the need by completing the following tasks:

- Create a survey to assess the needs of the target group
- Brainstorm ideas for publicizing the event
- Contact local businesses or organizations to solicit aid/support
- Design posters and brochures to publicize the event
- Contact media for coverage and publicity
- Set deadlines and develop a schedule for completion of all project components
- Explore various career options
- Write thank you letters to community members, businesses, or organizations that participated in the project

Note to teacher: This is a general list , which can be tailored to meet the specific needs of the selected project.

5. Once the class project is completed, have students read "Stories of Service," then write and submit their own story of service.

Evidence of Understanding:

Assessment:

1. Have students write a reaction essay to any phase of the project
2. Have students journal the process and any challenges they faced, and describe how they overcame them
3. Monitor student/group progress
4. Use attached rubrics to evaluate project

Extension Activities: Taking-Action and Giving Service:

Students can identify services their town provides to the unemployed, homeless, or others in need. They will research information about the programs in their community that provide clothing, food, jobs, medical and legal services, and shelter to people who cannot afford them. Students can do volunteer work with these agencies and gather information to write letters to the editor or editorials concerning the current situations regarding the community and suggest ways to make it better.

