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.giraffe.org)
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 skills 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

<table>
<thead>
<tr>
<th>Title</th>
<th>Company</th>
<th>Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Experience (cont.)

<table>
<thead>
<tr>
<th>Title</th>
<th>Company</th>
<th>Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Skills

- ______________________________________
- ______________________________________
- ______________________________________
- ______________________________________
- ______________________________________
- ______________________________________
- ______________________________________
### Volunteer Experience

<table>
<thead>
<tr>
<th>Organization</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Cause</th>
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</table>

<table>
<thead>
<tr>
<th>Start Date</th>
<th>End Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

### Accomplishments

- __________________________________________
- __________________________________________
- __________________________________________
- __________________________________________
- __________________________________________
- __________________________________________
<table>
<thead>
<tr>
<th>Comments</th>
<th>Does Not Meet Expectations</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
<th>Quality Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>□ □ □ □ □ □ □ □ □ □ □ □</td>
<td>□</td>
<td>□ □ □ □ □ □ □ □ □ □ □ □</td>
<td>□ □ □ □ □ □ □ □ □ □ □ □</td>
</tr>
<tr>
<td>No</td>
<td>□ □ □ □ □ □ □ □ □ □ □ □</td>
<td>□</td>
<td>□ □ □ □ □ □ □ □ □ □ □ □</td>
<td>□ □ □ □ □ □ □ □ □ □ □ □</td>
</tr>
</tbody>
</table>

**Quality Indicators**

1. **Potential Skills and Personal Attributes**
2. **Relational Skills and Personal Attributes**
3. **Critical Thinking Skills**

**Deliverables**

- **Unit 5 Performance Task 1: Heroes Among Us Rubric and Checklist**
### Applied Knowledge: Career-Related Technical Skills

<table>
<thead>
<tr>
<th>Student</th>
<th>Community</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student demonstrates all of the following skills to display background knowledge and understanding of altruism and servant leadership.</td>
<td>Student demonstrates all of the following skills to display background knowledge and understanding of altruism and servant leadership.</td>
</tr>
<tr>
<td>- Ability to identify the key concepts of altruism and servant leadership.</td>
<td>- Ability to identify the key concepts of altruism and servant leadership.</td>
</tr>
<tr>
<td>- Ability to understand how servant leaders effect their community.</td>
<td>- Ability to understand how servant leaders effect their community.</td>
</tr>
<tr>
<td>- Ability to identify how their superhero/servant leader inspires them to take action in their community.</td>
<td>- Ability to identify how their superhero/servant leader inspires them to take action in their community.</td>
</tr>
</tbody>
</table>

**Note:**
- Student demonstrates all of the following skills.
- Student demonstrates some of the requisite skills.
- Student does not demonstrate enough of the requisite skills.

**Teacher Rubric Unit 5 PTL**
<table>
<thead>
<tr>
<th>Executive Skills</th>
<th>Communication Skills</th>
<th>Competency Skill</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student</strong></td>
<td><strong>Teacher</strong></td>
<td><strong>Student</strong></td>
<td><strong>Teacher</strong></td>
</tr>
<tr>
<td>demonstrates the requisite skills required to apply information technology appropriately when creating a LinkedIn profile</td>
<td>demonstrates the requisite skills required to apply information technology effectively by creating a profile of a hero who demonstrates servant leadership and altruism</td>
<td>demonstrates the requisite skills required to apply information technology appropriately when creating a LinkedIn profile</td>
<td>demonstrates the requisite skills required to apply information technology effectively by creating a profile of a hero who demonstrates servant leadership and altruism</td>
</tr>
<tr>
<td><strong>Student</strong></td>
<td><strong>Teacher</strong></td>
<td><strong>Student</strong></td>
<td><strong>Teacher</strong></td>
</tr>
<tr>
<td>does not demonstrate one of the requisite skills required to apply information technology appropriately when creating a LinkedIn profile</td>
<td>demonstrates the requisite skills required to apply information technology effectively by creating a profile of a hero who demonstrates servant leadership and altruism</td>
<td>does not demonstrate enough to the requisite skills to apply information technology appropriately and effectively.</td>
<td>demonstrates the requisite skills required to apply information technology effectively by creating a profile of a hero who demonstrates servant leadership and altruism</td>
</tr>
<tr>
<td><strong>Student</strong></td>
<td><strong>Teacher</strong></td>
<td><strong>Student</strong></td>
<td><strong>Teacher</strong></td>
</tr>
<tr>
<td>does not demonstrate some of the requisite communication skills</td>
<td>demonstrates all of the requisite communication skills</td>
<td>does not demonstrate enough of the requisite skills of listening or comprehending and conveying written information.</td>
<td>demonstrates all of the requisite communication skills</td>
</tr>
</tbody>
</table>

**Executive Skills**

- Demonstrates the requisite skills required to apply information technology appropriately and effectively when creating a LinkedIn profile.
- Demonstrates the requisite skills required to apply information technology effectively by creating a profile of a hero who demonstrates servant leadership and altruism.

**Communication Skills**

- 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.

- Demonstrates some of the requisite communication skills but does not demonstrate the skills checked below:
  - Actively listens to instructions necessary to complete the task.
  - Comprehends the material found in the research to identify a hero.
  - Accurately conveys written information to show understanding of servant leadership and altruism.

- Does not demonstrate enough of the requisite skills of listening or comprehending and conveying written information.
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.
# Unit 5: Superheroes in My Community
## Performance Task 2: Community Service Project
### Student Resource

<table>
<thead>
<tr>
<th>Name:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Date:</td>
<td></td>
</tr>
<tr>
<td>Class/Section:</td>
<td></td>
</tr>
</tbody>
</table>

## 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 service project.
### Directions:

- 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](http://montana4h.org/documents/volunteer/volunteer_webinars/2014.11.25_AK_Service%20Learning%20Action%20Plan.pdf) 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:
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.

<table>
<thead>
<tr>
<th>In the space provided below determine the scope of the community service project:</th>
</tr>
</thead>
<tbody>
<tr>
<td>What types of community issues does the student team want to address?</td>
</tr>
<tr>
<td>What type of impact does the student team want to have on the community?</td>
</tr>
<tr>
<td>Based on these two responses, what type of detail should the needs assessment include?</td>
</tr>
</tbody>
</table>
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.
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:

<table>
<thead>
<tr>
<th>Develop a goal statement for the community service project:</th>
<th>The goal statement should address what the community service project will achieve</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop an impact statement for the community service project:</td>
<td>The impact statement should address the type of impact the project will have on the community</td>
</tr>
</tbody>
</table>
### Develop two metrics that the community service project will address (must be based on needs assessment):

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Metrics should be specific and based on data collected through the needs assessment</td>
</tr>
<tr>
<td>2.</td>
<td>Metrics should be measurable during the term of the community service project—and have a defined baseline and target</td>
</tr>
</tbody>
</table>

### In the space provided below, describe how the student team will execute and evaluate the community service project:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>How will team members’ roles and responsibilities be developed and coordinated to execute the project?</strong></td>
<td></td>
</tr>
<tr>
<td><strong>How will team members’ actions steps be defined and coordinated to execute the project?</strong></td>
<td></td>
</tr>
<tr>
<td><strong>What process will the student team use to identify and eliminate risks associated with</strong></td>
<td></td>
</tr>
<tr>
<td>Question</td>
<td>Response</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>----------</td>
</tr>
<tr>
<td>What process will the student team use to manage team performance and individual student performance associated with the project?</td>
<td></td>
</tr>
<tr>
<td>How will team members develop an evaluation plan to evaluate the project?</td>
<td></td>
</tr>
</tbody>
</table>
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...

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Unit 5: Superheroes in My Community
Performance Task 2: Community Service Project
Student Resource

Conduct: We agree to...

<table>
<thead>
<tr>
<th>Team Member Signatures</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
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</tbody>
</table>

Conflict: We agree to...

|                        |
|                        |
|                        |
|                        |

Deadlines: We agree to...

|                        |
|                        |
|                        |
|                        |
## Unit 5 Performance Task 2: Community Service Project

<table>
<thead>
<tr>
<th>Deliverables</th>
<th>Quality Indicators</th>
<th>Relational Skills and Personal Attributes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. All required sections of the impact description are complete.</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>2. All required sections of the community service project are complete.</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>3. All required parts of the interactive presentation are complete.</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>4. All required sections of the help professional presented when researching the helping professional, shadowing, interviewing, and videoing the helping professional are complete.</td>
<td>□</td>
<td>□</td>
</tr>
</tbody>
</table>

### Deliberables

1. The student demonstrated effective independent work habits.
2. The student demonstrated effective critical thinking skills when researching the helping professional, shadowing, interviewing, and videoing the helping professional.
3. The student demonstrated effective creative thinking skills when researching the helping professional, shadowing, interviewing, and videoing the helping professional.
4. The student demonstrated effective ability to plan well when researching the helping professional, shadowing, interviewing, and videoing the helping professional.
5. The student demonstrated effective ability to organize ideas when researching the helping professional, shadowing, interviewing, and videoing the helping professional.

### 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

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

Student does not demonstrate enough applied knowledge when researching the helping professions or shadowing, interviewing, and videoing a helping professional.
### Teacher Rubric Unit 5 PT2

#### 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 does not demonstrate all of the skills checked below:**

- Student demonstrates some of the requisite communication skills but does not meet the following requirements:
  - complete all required tasks on time
  - complete all required tasks on time
  - complete all required tasks on time
  - complete all required tasks on time
  - complete all required tasks on time

**Student does not demonstrate the following requirements:**

- Student demonstrates some 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 does not demonstrate the following requirements:**

- Student demonstrates some of the requisite communication skills but does not meet the following requirements:
  - complete all required tasks on time
  - complete all required tasks on time
  - complete all required tasks on time

**Student demonstrates all of the communication skills by meeting the following requirements:**

- Student demonstrates all of the communication skills by meeting the following requirements:
  - complete all required tasks on time
  - complete all required tasks on time
  - complete all required tasks on time

**Communication Skills**

**Student demonstrates all of the requisite communication skills by meeting the following requirements:**

- complete all required tasks on time
- complete all required tasks on time
- complete all required tasks on time

**Student does not demonstrate the following requirements:**

- Student demonstrates some 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 does not demonstrate the following requirements:**

- Student demonstrates some of the requisite communication skills but does not meet the following requirements:
  - complete all required tasks on time
  - complete all required tasks on time
  - complete all required tasks on time

**Student demonstrates all of the communication skills by meeting the following requirements:**

- complete all required tasks on time
- complete all required tasks on time
- complete all required tasks on time
### Teacher Rubric Unit 5 PT2

<table>
<thead>
<tr>
<th>Professional Shadowing a Helping Professional</th>
<th>Civic Engagement Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Developing an awareness of national, state, and local governance issues by conducting an interview.</td>
<td></td>
</tr>
<tr>
<td>- Developing an awareness of the civic engagement skills.</td>
<td></td>
</tr>
<tr>
<td>- Effectively communicating verbally in an interactive presentation.</td>
<td></td>
</tr>
<tr>
<td>- Effectively communicating verbally in an interactive presentation.</td>
<td></td>
</tr>
<tr>
<td>- Effectively communicating verbally in an interactive presentation.</td>
<td></td>
</tr>
<tr>
<td>- Effectively communicating verbally in an interactive presentation.</td>
<td></td>
</tr>
</tbody>
</table>

#### Civic Engagement Skills
- Student demonstrates all of the requisite civic engagement skills by meeting the following indicators:
  - Developing an awareness of national, state, and local governance issues by conducting an interview.
  - Participating in civic and community-based organizations by shadowing a helping professional.

#### Professional Shadowing a Helping Professional
- Conducting an interview.
- Participant in civic and community-based organizations.

#### Professional Shadowing a Helping Professional
- Effectively communicating verbally in an interactive presentation.
- Effectively communicating verbally in an interactive presentation.
- Effectively communicating verbally in an interactive presentation.
- Effectively communicating verbally in an interactive presentation.
- Effectively communicating verbally in an interactive presentation.

#### Civic Engagement Skills
- Student demonstrates all of the requisite civic engagement skills by meeting the following indicators:
  - Developing an awareness of national, state, and local governance issues by conducting an interview.
  - Participating in civic and community-based organizations by shadowing a helping professional.

#### Professional Shadowing a Helping Professional
- Effectively communicating verbally in an interactive presentation.

#### Civic Engagement Skills
- Student demonstrates some of the requisite civic engagement skills but not all of the indicator assessed.
  - Developing an awareness of national, state, and local governance issues by conducting an interview.
  - Participating in civic and community-based organizations by shadowing a helping professional.

#### Professional Shadowing a Helping Professional
- Effectively communicating verbally in an interactive presentation.

#### Civic Engagement Skills
- Student does not demonstrate the civic engagement skills.
  - Developing an awareness of national, state, and local governance issues by conducting an interview.
  - Participating in civic and community-based organizations by shadowing a helping professional.

### Notes:
- Student demonstrates all of the requisite civic engagement skills by meeting the following indicators:
  - Developing an awareness of 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 all of the indicator assessed.
  - Developing an awareness of 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.

- Professional影子undershadowing a helping professional's work and communicating verbally in an interactive presentation.

- Civic Engagement Skills:影子undershadowing a helping professional's work and communicating verbally in an interactive presentation.

- Professional影子undershadowing a helping professional's work and communicating verbally in an interactive presentation.

- Civic Engagement Skills:影子undershadowing a helping professional's work and communicating verbally in an interactive presentation.
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.
Unit 5: Superheroes in My Community
Performance Task 3: Helping Professions Awareness Campaign
Student Resource

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.

<table>
<thead>
<tr>
<th>Action Complete or Not Complete</th>
<th>Description of Action</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Develop written introduction to helping professional</td>
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<tr>
<td></td>
<td>Send written introduction to helping professional</td>
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<tr>
<td></td>
<td>Confirm date/time for job shadow with helping professional</td>
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<tr>
<td></td>
<td>Develop interview questions for job shadow</td>
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<tr>
<td></td>
<td>Complete parent job shadow permission form</td>
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<tr>
<td></td>
<td>Complete teacher job shadow permission form</td>
</tr>
<tr>
<td></td>
<td>Complete job shadow reflection</td>
</tr>
</tbody>
</table>

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: ____________________________________________________
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?
### Deliverables

1. All required sections of the research are complete.
   - Yes
   - No

2. All components of the biographical sketch are complete.
   - Yes
   - No

3. All required sections of the helping professions research are complete.
   - Yes
   - No

4. All components of the helping professions research are complete.
   - Yes
   - No

5. The student demonstrated effective independent work habits.
   - Yes
   - No

### Relational Skills and Personal Attributes

- Ability to organize ideas well
- Ability to plan well
- Ability to reason logically

- Ability to solve problems
- Creativity
- Critical thinking

- The student does not demonstrate the behaviors checked below:
- Interacting with and involving a helping professional
- Interviewing and videoing the helping professional
- Shadowing and shadowing the helping professional

### Quality Indicators

<table>
<thead>
<tr>
<th>Does Not Meet Expectations</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
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<tbody>
<tr>
<td>Student demonstrates some of the requisite skills when researching the helping professions and shadowing, interviewing, and videoing a helping professional:</td>
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</tbody>
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<tr>
<th>Applied Knowledge: Critical Thinking Skills</th>
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<tr>
<th>Relational Skills and Personal Attributes</th>
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<tbody>
<tr>
<td>The student demonstrated effective independent work habits:</td>
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<table>
<thead>
<tr>
<th>Student Name:</th>
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<tbody>
<tr>
<td>Teacher Rubric Unit 5 PT3</td>
</tr>
<tr>
<td>Career Navigation Skills</td>
</tr>
<tr>
<td>-------------------------</td>
</tr>
<tr>
<td>Student demonstrates background knowledge and understanding of key concepts about the helping profession through all of the following indicators:</td>
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<tr>
<td>- ability to understand the impact of the helping professions on careers</td>
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<tr>
<td>- ability to understand the link between helping professions to altruism, servant leadership and service learning</td>
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<tr>
<td>- identify steps to embark on pathways that lead to a career in the helping profession</td>
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<tr>
<td>- manage time effectively to complete all the required tasks on time</td>
</tr>
<tr>
<td>Student demonstrates some background knowledge and understanding of key concepts about the helping profession but not the indicators checked below:</td>
</tr>
<tr>
<td>- ability to understand the impact of the helping professions on careers</td>
</tr>
<tr>
<td>- ability to understand the link between helping professions to altruism, servant leadership and service learning</td>
</tr>
<tr>
<td>- identify steps to embark on pathways that lead to a career in the helping profession</td>
</tr>
</tbody>
</table>

Student does not demonstrate the following abilities:

- apply information
- interview and videoing
- 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
- 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.
Teacher Rubric Unit 5 PT3

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:

- Use research information to complete the task.
- 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 information use skills:

- Use research information to complete the task.
- 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 one of the requisite information use skills:

- Use research information to complete the task.
- 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.

Teacher Rubric Unit 5 PT3
Teacher Rubric Unit 5

PT3

- 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.

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

Student does not demonstrate enough of the civic engagement skills when interviewing and shadowing a helping professional.

NOTES:
Heart Disease and Stroke!
Occupation Titles:

- Surgical Technician
- Physician Assistant
- Registered Nurse
- Medical Doctor
- Social Worker
Level of Education:

Surgical Technician

- Degree Level: Diploma, certificate or associate's degree
- Degree Field(s): Surgical technology
- Key Skills: Understanding of medical terminology
- 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.

- Degree Level: Bachelor's degree in a health-related field
- Degree Field(s): Physician Assistant
- Key Skills: Understanding of medical terminology
- Licensure/Certification: Voluntary certification

- Surgical Technicians

- Degree Level: Diploma or associate's degree in Surgical Technology
- Degree Field(s): Surgical Technology
- Key Skills: Understanding of medical terminology
- Licensure/Certification: Voluntary certification

- Physician Assistants

- Degree Level: Bachelor's degree
- Degree Field(s): Physician Assistant
- Key Skills: Understanding of medical terminology
- Licensure/Certification: Voluntary certification
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
Levels' continued

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

Social Worker is continued
Social Worker - $47,980 a year
Medical Doctor - $189,000 a year
Registered Nurse - $68,450
Physician Assistant - $104,760
Surgical Technician - $45,940

Average Salaries:
How do the select occupation and patient work together?

Doctors during surgeries. They prepare operating rooms, arrange equipment, and help doctors during surgeries. Operating room technicians assist in surgical operations.

Example: Surgical technologists also called professionals in the United States, according to results of surveys published by the American Nurses Association. Nurses are one of the most trusted groups of professionals in the United States, according to results of surveys published by the American Nurses Association.
What type of treatment or support is typically provided to the patient to help resolve the medical or mental health issue?
Based on your selected 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 needed to work as a Surgical Technician is to complete a diploma, certificate, or associated degree program in the field.

To work as a Physician Assistant, you must have at least three years of healthcare experience. Bachelor’s Degree Programs. An aspiring RN can earn a bachelors 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, helping the patient at home and can help relieve the burden on family members.

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, helping the patient at home and can help relieve the burden on family members.

Your team will also provide support relate to the recommended care that the patient will receive.
How are the roles and responsibilities of the healthcare and public health occupations similar and different?

Healthcare and public health occupations are similar because they both serve patients and their families according to their needs and 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 of populations, not individuals, while healthcare focuses on the health of individuals and their families to meet certain criteria.

Healthcare is treating people who come into the clinic, while public health is treating people who come into the community. Healthcare and public health occupations are similar because they both serve the patients and their families according to their needs. They also develop health care plans for the patient and provide nursing services and treatment.
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 CHW’s 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 is a key goal of CHWs.

Health occupations work in working with the community.
How would your team recommend that healthcare and public health professionals work together 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. The work of public health professionals is important.
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 of health care when otherwise unavailable.

...
Alcoholism
Patient: Joe Joesecca
Help assess and diagnose mental health conditions. Help improve a person’s ability to achieve life goals. These mental health professionals may also help understand and cope with thoughts, feelings, and behaviors. They can offer guidance and prescribe medication or suggest therapy according to their parents’ needs.

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 administer psychotherapeutic treatments or medications to treat mental, emotional, or behavioral disorders.

Job Functions: Psychiatrists diagnose, treat, and help prevent disorders of the mind. They prescribe or administer psychotherapeutic treatments or medications to treat mental, emotional, or behavioral disorders.

Work of Environment: Community Mental Health Centers, Hospitals, or Clinics

Level of Education: 4 Years

Occupation Title: Psychiatrist
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 is 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 diseases, prolonging life and promoting human health through organized efforts and informed choices of society, organizations, public and private, communities and individuals." Similar treatments to mine such as rehab and counseling.

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

How does your recommended treatment or support relate to the recommended care that your team will also provide?
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’ anxieties by listening to their experiences. 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: $40,810 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.
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.

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.

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

- How are the roles and responsibilities of the healthcare and public health occupations similar and different?
- How would your team recommended that healthcare and public health professions work to help educate the community about the public health issue?
- How would your team recommended that healthcare and public health professions work to prevent the assigned public health issue?

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.
What type of role does each of the healthcare and public health occupations have in working with the community? - I would persuade and inform them.

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

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/illness prevention, in contrast to the medical model of care, which focuses more heavily upon diagnosing and treating illnesses and conditions after they occur.

To Be Continued... Part 3
Occupation Research and Reflection

Improving outcomes in people's lives. They maintain professional relationships and act as guides and advocates in 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 mental health, substance abuse, child abuse, domestic violence, and child abuse. Social workers may also diagnose and treat mental, behavioral, and emotional issues. Their role is to help families and their clients handle everyday life problems. They often assist clients who have issues caused by neglect, abuse, domestic violence, sibling rivalry, and marital problems. Mental health, substance abuse, and child abuse are some of the issues that social workers address. They maintain professional relationships and act as guides and advocates in improving outcomes in people's lives.

Occupation Title: Social Worker

Average Salary: $53,968 per year

Level Of Education: 4 years
How does this occupation relate to a helping professional?

Social workers deal with the external factors that impact a person's 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.

Continue of Occupation Research and Reflection
Simulated Method of Treatment

How do the select occupation and patient work together?: Social workers will often serve as liaisons between different institutions and collaborate with other health professionals to ensure patient wellness. Social workers will often serve as liaisons between different institutions to assist patients and maintain employment. Doctors use effective forms of psychotherapy for anxiety disorders. To treat inability to maintain employment, doctors use sedatives or benzodiazepines to treat extreme agitation. They also use cognitive behavioral therapy because it is the most effective. 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 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.
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.
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, and stomach problems.
How are the roles and responsibilities of healthcare and public health occupations similar and different? Public health professionals analyze and develop programs that promote health, prevent diseases, and deliver health care services to 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.

Model of Community Engagement
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 diseases and deliver health care services to individuals, families and communities based on the primary health care approach.

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

How would your team recommend that healthcare and public health professions work to prevent the assigned public health issue?
Level of education - Four-years in a bachelor's degree in psychology, education or other field. One-to-two years in a master's degree program. Programs may require a one-year internship.

How does this occupation relate to helping professional? Professional counselors help clients identify goals and potential solutions to problems which cause emotional turmoil. Counselors offer guidance to individuals, couples, families and groups who are dealing with issues that affect their mental health and well-being.

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

Average salary: Average Substance Abuse Counselor Salary: $38,716

Level of education - Four-years in a bachelor's degree in psychology, education or other field. One-to-two years in a master's degree program. Programs may require a one-year internship.
What type of treatment or support is typically provided 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. 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.

How does your recommended treatment or support relate to the recommended 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.

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

A drug abuse counselor will discuss your addiction as well as your past. The counselor will attempt to get to know more about your substance use (current and past) as well as factors that may have influenced and perpetuated your drug abuse. Your counselor will help you come to better understand your addiction and learn healthier coping skills. A drug abuse counselor will discuss your addiction as well as your past. The counselor will attempt to get to know more about your substance use (current and past) as well as factors that may have influenced and perpetuated your drug abuse. Your counselor will help you come to better understand your addiction and learn healthier coping skills.

Keep this mind off alcohol.

How does your treatment or support relate to the recommended 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.

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

A drug abuse counselor will discuss your addiction as well as your past. The counselor will attempt to get to know more about your substance use (current and past) as well as factors that may have influenced and perpetuated your drug abuse. Your counselor will help you come to better understand your addiction and learn healthier coping skills.

A drug abuse counselor will discuss your addiction as well as your past. The counselor will attempt to get to know more about your substance use (current and past) as well as factors that may have influenced and perpetuated your drug abuse. Your counselor will help you come to better understand your addiction and learn healthier coping skills.
How are the roles and responsibilities of the healthcare and public health occupations similar and different?

Healthcare professionals: They provide essential services that promote health, prevent diseases and deliver health 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." 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."

The roles and activities of community health workers (CHWs) are tailored to meet the unique needs of the communities they serve. A CHW's 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.

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 a 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.
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. My team got treatments for high blood pressure, profuse sweating, and stomach problems and mental problems.

How does your recommended care that your team will also provide?

Meeting with clients to evaluate their health and substance abuse.

Helping clients find jobs or reestablish their career.

Teaching clients coping mechanisms.

Identifying issues and create goals and treatment plans.

How do the select occupation and patient work

Leading group therapy sessions.

Meeting with clients to evaluate their health and substance abuse problems.

Teaching clients coping mechanisms.

Identifying issues and create goals and treatment plans.

Helping clients find jobs or reestablish their career.

Leading group therapy sessions.

Profuse sweating, ad stomach problems and mental problems.

Treatment for our patients' mental disorders that can help him all at once. My team got treatments for substance abuse.
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 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.

<table>
<thead>
<tr>
<th>Related Occupation Title</th>
<th>Student Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Addiction Counselor or Substance Abuse Counselor</td>
<td></td>
</tr>
</tbody>
</table>
### Case Study Profile Alcohol

<table>
<thead>
<tr>
<th>Patient Name</th>
<th>Joe Joesecca</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td>52</td>
</tr>
<tr>
<td>Gender</td>
<td>Male</td>
</tr>
<tr>
<td>Employment Status</td>
<td>Not employed</td>
</tr>
<tr>
<td>Medical Symptoms</td>
<td>● High blood pressure</td>
</tr>
<tr>
<td></td>
<td>● Stomach problems/issues</td>
</tr>
<tr>
<td></td>
<td>● Inability to eat and maintain weight</td>
</tr>
<tr>
<td></td>
<td>● Issues getting and maintaining an erection</td>
</tr>
<tr>
<td></td>
<td>● Tremors and shaking of the hands</td>
</tr>
<tr>
<td></td>
<td>● Profuse sweating</td>
</tr>
<tr>
<td></td>
<td>● Insomnia</td>
</tr>
<tr>
<td></td>
<td>● Poor balance and delayed reflexes</td>
</tr>
<tr>
<td>Mental Health Symptoms</td>
<td>● Anxiety</td>
</tr>
<tr>
<td></td>
<td>● Extreme agitation</td>
</tr>
<tr>
<td></td>
<td>● Inability to maintain employment</td>
</tr>
</tbody>
</table>

### Occupation Research and Reflection

<table>
<thead>
<tr>
<th>Occupation Title</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Level of Education</td>
<td></td>
</tr>
<tr>
<td>Average Salary</td>
<td></td>
</tr>
<tr>
<td>Work Environment</td>
<td></td>
</tr>
<tr>
<td>Job Functions and Responsibilities</td>
<td></td>
</tr>
<tr>
<td>How does this occupation relate to a helping professional?</td>
<td></td>
</tr>
</tbody>
</table>

### Simulated Method of Treatment

<table>
<thead>
<tr>
<th>How do the select occupation and patient work together?</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>What type of treatment or support is typically provided to the patient to help resolve the medical or mental health issue?</td>
<td></td>
</tr>
</tbody>
</table>
## Performance Task 4: Public Health and Healthcare Careers

**Student Resource**

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

<table>
<thead>
<tr>
<th>Based on your select occupation, what type of treatment or support would you recommend to the patient?</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>How does your recommended treatment or support relate to the recommended care that your team will also provide?</th>
</tr>
</thead>
</table>

### Model of Community Engagement

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

<table>
<thead>
<tr>
<th>How are the roles and responsibilities of the healthcare and public health occupations similar and different?</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>What type of role does each of the healthcare and public health occupations have in working with the community?</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>How would your team recommend that healthcare and public health professionals work to help educate the community about the public health issue?</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>How would your team recommend that healthcare and public health professions work to prevent the assigned public health issue?</th>
</tr>
</thead>
</table>
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.

<table>
<thead>
<tr>
<th>Related Occupation Title</th>
<th>Student Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Surgical Technician</td>
<td></td>
</tr>
<tr>
<td>2. Registered Nurse</td>
<td></td>
</tr>
<tr>
<td>3. Medical Doctor</td>
<td></td>
</tr>
<tr>
<td>4. Physician Assistant</td>
<td></td>
</tr>
</tbody>
</table>
### Case Study Profile Heart Disease and Stroke

<table>
<thead>
<tr>
<th>Patient Name</th>
<th>Bill Billstein</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td>58</td>
</tr>
<tr>
<td>Gender</td>
<td>Male</td>
</tr>
<tr>
<td>Employment Status</td>
<td>Employed</td>
</tr>
</tbody>
</table>

**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

<table>
<thead>
<tr>
<th>Occupation Title</th>
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</thead>
<tbody>
<tr>
<td>Level of Education</td>
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<td>Work Environment</td>
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<td>Job Functions and Responsibilities</td>
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<td>How does this occupation relate to a helping professional?</td>
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### Simulated Method of Treatment

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<tr>
<th>How do the select occupation and patient work together?</th>
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<td>What type of treatment or support is typically provided to the patient to help resolve the medical or mental health issue?</td>
<td></td>
</tr>
<tr>
<td>Based on your select occupation, what type of</td>
<td></td>
</tr>
<tr>
<td>Question</td>
<td>Answer</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>--------</td>
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<tr>
<td>treatment or support would you recommend to the patient?</td>
<td></td>
</tr>
<tr>
<td>How does your recommended treatment or support relate to the recommended care that your team will also provide?</td>
<td></td>
</tr>
<tr>
<td>Model of Community Engagement</td>
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</tr>
<tr>
<td>How are the roles and responsibilities of the healthcare and public health occupations similar and different?</td>
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<tr>
<td>What type of role does each of the healthcare and public health occupations have in working with the community?</td>
<td></td>
</tr>
<tr>
<td>How would your team recommend that healthcare and public health professionals work to help educate the community about the public health issue?</td>
<td></td>
</tr>
<tr>
<td>How would your team recommend that healthcare and public health professions work to prevent the assigned public health issue?</td>
<td></td>
</tr>
</tbody>
</table>
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 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.

<table>
<thead>
<tr>
<th>Related Occupation Title</th>
<th>Student Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Paramedic</td>
<td></td>
</tr>
<tr>
<td>2. Surgeon</td>
<td></td>
</tr>
<tr>
<td>3. Emergency Medical Technician</td>
<td></td>
</tr>
</tbody>
</table>
### Case Study Profile Motor Vehicle Crash

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

### Occupation Research and Reflection

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<td>Average Salary</td>
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<tr>
<td>Work Environment</td>
<td></td>
</tr>
<tr>
<td>Job Functions and Responsibilities</td>
<td></td>
</tr>
</tbody>
</table>

How does this occupation relate to a helping professional?

### Simulated Method of Treatment

<table>
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</tr>
<tr>
<td>Based on your select</td>
</tr>
<tr>
<td>occupation, what type of treatment or support would you recommend to the patient?</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>How does your recommended treatment or support relate to the recommended care that your team will also provide?</td>
</tr>
</tbody>
</table>

**Model of Community Engagement**

<table>
<thead>
<tr>
<th>How are the roles and responsibilities of the healthcare and public health occupations similar and different?</th>
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</thead>
<tbody>
<tr>
<td>What type of role does each of the healthcare and public health occupations have in working with the community?</td>
</tr>
<tr>
<td>How would your team recommend that healthcare and public health professionals work to help educate the community about the public health issue?</td>
</tr>
<tr>
<td>How would your team recommend that healthcare and public health professions work to prevent the assigned public health issue?</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Related Occupation Title</th>
<th>Student Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Health/Wellness Educator</td>
<td></td>
</tr>
<tr>
<td>2. Pediatrician</td>
<td></td>
</tr>
<tr>
<td>3. Dietitian/Nutritionist</td>
<td></td>
</tr>
<tr>
<td>4. Healthcare Social Worker</td>
<td></td>
</tr>
<tr>
<td>5. Behavioral Counselor</td>
<td></td>
</tr>
</tbody>
</table>

Case Study Profile Nutrition, Physical Activity, and Obesity

<table>
<thead>
<tr>
<th>Patient Name</th>
<th>Sarah Cellbook</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td>14</td>
</tr>
<tr>
<td>Gender</td>
<td>Female</td>
</tr>
<tr>
<td>Employment Status</td>
<td>Not employed</td>
</tr>
<tr>
<td>Medical Symptoms</td>
<td>breathlessness</td>
</tr>
<tr>
<td>Feeling tired</td>
<td></td>
</tr>
<tr>
<td>Back and joint pain</td>
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</tr>
<tr>
<td>Often dizzy or lightheaded</td>
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<tr>
<td>Lack of energy</td>
<td></td>
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<tr>
<td>Overweight</td>
<td></td>
</tr>
<tr>
<td>Mental Health Symptoms</td>
<td>Anxiety</td>
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<tr>
<td>Prone to depression</td>
<td></td>
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<tr>
<td>Low confidence and self-esteem</td>
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</tbody>
</table>

Occupation Research and Reflection

<table>
<thead>
<tr>
<th>Occupation Title</th>
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<tbody>
<tr>
<td>Level of Education</td>
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</table>

DEPARTMENT of Education
Louisiana Believes
### Average Salary

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<tr>
<th>Work Environment</th>
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<table>
<thead>
<tr>
<th>Job Functions and Responsibilities</th>
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<table>
<thead>
<tr>
<th>How does this occupation relate to a helping professional?</th>
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</table>

### Simulated Method of Treatment

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

### Model of Community Engagement

<table>
<thead>
<tr>
<th>How are the roles and responsibilities of the healthcare and public health occupations similar and different?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>What type of role does each of the healthcare and public health occupations have in working with the community?</th>
</tr>
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<tbody>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>How would your team recommend that healthcare and public health professionals work to help educate the community about the public health issue?</th>
</tr>
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<tbody>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>How would your team recommend that healthcare and public health professions work to prevent the assigned public health issue?</th>
</tr>
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<tbody>
<tr>
<td></td>
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</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Related Occupation Title</th>
<th>Student Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Behavioral Health Therapist</td>
<td></td>
</tr>
<tr>
<td>2. Community Health Workers</td>
<td></td>
</tr>
<tr>
<td>3. Family Physician</td>
<td></td>
</tr>
</tbody>
</table>
### Case Study Profile Prescription Drugs

<table>
<thead>
<tr>
<th>Patient Name</th>
<th>Andrea Cupone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td>42</td>
</tr>
<tr>
<td>Gender</td>
<td>Female</td>
</tr>
<tr>
<td>Employment Status</td>
<td>Not employed</td>
</tr>
</tbody>
</table>

**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

<table>
<thead>
<tr>
<th>Occupation Title</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Level of Education</td>
<td></td>
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<tr>
<td>Average Salary</td>
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</tr>
<tr>
<td>Work Environment</td>
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</tr>
<tr>
<td>Job Functions and Responsibilities</td>
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</tr>
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**How does this occupation relate to a helping professional?**

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<tr>
<td>How does your recommended</td>
<td></td>
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</tbody>
</table>
## Model of Community Engagement

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
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<tr>
<td>How would your team recommend that healthcare and public health professionals work to help educate the community about the public health issue?</td>
<td></td>
</tr>
<tr>
<td>How would your team recommend that healthcare and public health professions work to prevent the assigned public health issue?</td>
<td></td>
</tr>
</tbody>
</table>
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.

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

<table>
<thead>
<tr>
<th>Related Occupation Title</th>
<th>Student Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Dentist</td>
<td></td>
</tr>
<tr>
<td>2. Health Educator</td>
<td></td>
</tr>
<tr>
<td>3. Rehabilitation Counselor</td>
<td></td>
</tr>
</tbody>
</table>
Case Study Profile Cigarette Smoking

<table>
<thead>
<tr>
<th>Patient Name</th>
<th>Samantha Builder</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td>45</td>
</tr>
<tr>
<td>Gender</td>
<td>Female</td>
</tr>
<tr>
<td>Employment Status</td>
<td>Employed</td>
</tr>
</tbody>
</table>

**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

<table>
<thead>
<tr>
<th>Occupation Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level of Education</td>
</tr>
<tr>
<td>Average Salary</td>
</tr>
<tr>
<td>Work Environment</td>
</tr>
<tr>
<td>Job Functions and Responsibilities</td>
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</tbody>
</table>

**How does this occupation relate to a helping professional?**

Simulated Method of Treatment

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<td>How does your recommended treatment or support relate to</td>
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<table>
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<th><strong>Model of Community Engagement</strong></th>
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<tr>
<td>How are the roles and responsibilities of the healthcare and public health occupations similar and different?</td>
</tr>
<tr>
<td>How would your team recommend that healthcare and public health professionals work to help educate the community about the public health issue?</td>
</tr>
<tr>
<td>How would your team recommend that healthcare and public health professions work to prevent the assigned public health issue?</td>
</tr>
</tbody>
</table>
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...

________________________________________

________________________________________

________________________________________

________________________________________

<table>
<thead>
<tr>
<th>Team Member Signatures</th>
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<tbody>
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</table>
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).

<table>
<thead>
<tr>
<th>Task</th>
<th>Person Responsible</th>
<th>Due Date</th>
<th>Complete</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

Team Name ____________________________

Project Schedule Template
**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.

<table>
<thead>
<tr>
<th><strong>Team Contract</strong></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>How frequently did your team review the Team Contract schedule?</td>
<td></td>
</tr>
<tr>
<td>How did your team contract help ensure your team was effective?</td>
<td></td>
</tr>
<tr>
<td>Did your team revise your Team Contract? What were the revisions?</td>
<td></td>
</tr>
<tr>
<td>What would you make sure your next Team Contract Contains?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Project Schedule</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>How frequently did your team review the project schedule?</td>
<td></td>
</tr>
<tr>
<td>How did your team ensure that you were on-track for project completion?</td>
<td></td>
</tr>
<tr>
<td>What steps did the team take when the project was off schedule?</td>
<td></td>
</tr>
<tr>
<td>What would you do differently next time?</td>
<td></td>
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</tbody>
</table>
# Unit 5 Performance Task 4: Public Health and Healthcare Careers Rubric and Checklist

**Student Name:**____________________________  
**Date:**__________________  
**Section #:_____________**

---

## Deliverables

1. Investigation of public health issues  
2. Presentation of public health issues  
3. Simulation of a public health and healthcare environment  
4. Presentation of patient care plan simulation

## Quality Indicators

### Applied Knowledge: Critical Thinking Skills

- Student demonstrates all of the requisite skills when creating a patient care plan.
- Student demonstrates most of the requisite skills, but does not demonstrate the following skills:
  - critical thinking
  - creativity
  - ability to reason logically
  - ability to solve problems
  - ability to make sound decisions

###  

<table>
<thead>
<tr>
<th>Quality Indicators</th>
<th>Does Not Meet Expectations</th>
<th>Not Yet or Inconsistently Meets Expectations</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No</td>
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<td>No</td>
<td>Yes</td>
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</tr>
</tbody>
</table>

## Relational Skills and Personal Attributes

- The student demonstrates effective teamwork habits.
- The student demonstrates effective independent work habits.
- The student demonstrates effective time management habits.
- The student demonstrates effective team work habits.
- The student demonstrates effective leadership skills.
- The student works well with others.
- The student demonstrates conflict resolution skills.

- The student respects individual differences.
- The student exercises leadership.
- The student works well with others.
- The student demonstrates effective teamwork habits.

---

**Comments:**

---

**Teacher Rubric Unit 5 PTA**
### Executive Skills

**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 requirements of the patient care plan.
- Student plans and completes the requirements of the patient care plan.
- Student demonstrates the ability to manage time and other resources effectively in order to complete the requirements of the patient care plan.
- Student does not demonstrate the ability to manage time and other resources effectively in order to complete the requirements of the patient care plan.

### 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.
- Effectively communicates the requisite communication skills.

**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 demonstrates none of the requisite communication skills:**

- Student does not demonstrate the ability to effectively communicate verbally, actively listen, or convey written information.

### Notes

- Teacher Rubric Unit 5 P4
- Learning project:
  - Impact of the service learning project on the patient care plan.
  - Conveys the information in a one-page document.
  - Completes the task.
  - Effectively communicates the requisite communication skills.
  - Effectively communicates the requisite communication skills.
  - Effectively communicates the requisite communication skills.

- Executive skills:
  - Ability to organize ideas well.
  - Ability to plan well.

- Communication skills:
  - 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.

- Ability to manage time and other resources effectively in order to complete the requirements of the patient care plan.

- 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 some but not all requirements of the patient care plan.

- Student plans and completes the requirements of the patient care plan.

- Student demonstrates the ability to manage time and other resources effectively in order to complete the requirements of the patient care plan.

- Student does not demonstrate the ability to manage time and other resources effectively in order to complete the requirements of the patient care plan.
Unit 5: Superheroes in My Community
Teacher Resource Guide

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 2)
- **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**
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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.

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


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:
  - 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.

**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
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
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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
- 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.

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.

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**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 healthcare?
- 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](https://www.cdc.gov/nchs/pressroom/browse.htm)

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.
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://www.youtube.com/watch?v=ADcG3nxw5Qs)
- [https://blog.hubspot.com/marketing/optimized-instagram-profile](https://blog.hubspot.com/marketing/optimized-instagram-profile)
- [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.psychologicalscience.org/news/were-only-human/extraordinary-altruism-who-gives-a-kidney.html)
- [https://www.mindtools.com/pages/article/servant-leadership.htm](https://www.mindtools.com/pages/article/servant-leadership.htm)
- [https://www.linkedin.com/pulse/linkedin-tips-high-school-students-judy-schramm](https://www.linkedin.com/pulse/linkedin-tips-high-school-students-judy-schramm)
- [http://www.montgomeryschoolsmd.org/info/baldrige/staff/qualitytools/ORIDfocusedconversationdataanalysis.doc](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.cdcfoundation.org/what-public-health)
Thinking Aloud Protocol on Altruism

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.
Unit 5: Superheroes in My Community

Unit Focus:
Unit 5 helps students apply leadership skills through community service and discovery of careers in public health, careers in public service, and careers in natural disaster/healthcare.

Suggested Timeline:
8 Days

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.
- core themes of servant leadership: Listening, empathy, conceptualization, persuasion, commitment to the growth of people, and community building.
- develop and demonstrate the characteristics of servant leadership: Listening, empathy, conceptualization, persuasion, commitment to the growth of people, and community building.
- evaluate problems in your community and apply leadership skills to create goals that improve the lives of people or address community issues.
- apply servant leadership skills to develop a community service project that helps people or helps to shape your community.
- conduct research and a simple needs assessment to determine the needs of individuals in your community.
- write simple, easy-to-read plans for community development.
- 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, conceptualization, persuasion, commitment to the growth of people, and community building;
  - evaluate problems in your community and apply leadership skills to create goals that improve the lives of people or address community issues;
  - apply servant leadership skills to develop a community service project that helps people or helps to shape your community;
  - implement a community service project;
  - research public health issues and related health occupations;
  - research helping professions and career pathways;
  - identify a community service project that helps people or helps to shape your community;
Unit 5: Superheroes in My Community

Goals

Career and Life Readiness Competencies

Applied Knowledge

- Critical Thinking Skills
  - Problem-solving
  - Making sound decisions
  - Thinking creatively
  - Thinking critically
  - Applied Knowledge
  - Managing time and other resources
  - Executive Skills
  - Communication

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 with others in multiple formats

Language Standards

- 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.

- Writing Standards, Grade 8
  - W.8.4: Produce clear and coherent writing in which the development, organization, and style are commensurate with the subject, purpose, and audience.

- 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.

- Language Standards, Grade 8
  - L.8.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including其实就是 academic and technical vocabularies when appropriate.

- Speaking and Listening Standards, Grade 8
  - SL.8.5: Integrate multimedia and visual displays into presentations to clarify information, strengthen understandings, and add interest.

Louisiana K-12 Student Standards for English Language Arts
Unit 5: Superheroes in My Community

Suggested Timeline: 28 days

Goals

- Applying information technology appropriately and effectively
- Technology Use Skills
  - Understanding technology and its appropriate uses
  - Using technology efficiently 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.

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 the part of speech and other word relationships.
RI.9–10.5: Analyze in detail how an author's ideas or events unfold in a specific sequence (e.g., a story), placing them within the sequence and showing how the order matters.
RI.9–10.6: Determine a central idea of a text and how it is accomplished in the text; provide an objectively built analysis.

Writing Standards, Grades 9–10
W.9–10.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
W.9–10.2: Write informative/explanatory texts to examine and convey complex ideas, information, and relationships clearly and accurately.

Speaking and Listening Standards, Grades 9–10
SL.9–10.4: Report on information or-dered from multiple sources including print and digital, demonstrating understanding of the subject under discussion.
SL.9–10.5: Use digital media (e.g., websites, digital displays) to create and communicate about a topic, drawing on multiple digital sources.
SL.9–10.6: Summarize a written or spoken text, tell a story, or recount an event, including key details, and provide a concluding synthesis.
SL.9–10.7: Integrate insights from multiple sources about a complex issue or topic, organizing these as a logical sequence and as a unified whole, and analyzing relationships among important aspects of the issue or topic.

Critical and Revising Strategies Based on Informational Texts, Grades 9–10
Speaking, listening, and expressing their own ideas and perspectives, building on those of others and articulating their own in discussions.

Critical and Revising Strategies Based on Informational Texts, Grades 9–10
Speaking, listening, and expressing their own ideas and perspectives, building on those of others and articulating their own in discussions.
Suggested Timeline: 28 Days

Unit 5: Superheroes in My Community

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 context.

L.9–10.6: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading at the college and career readiness levels; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to understanding what is read.

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 that might be new for the students.
- 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 having the students practice the word in the context of the text.
- Send out video links early and provide students with time to ask questions and reflect on the information.
- Provide Thinking Aloud protocol and the ORID data analysis tool; highlight key points and make notations to provide background information and make modifications to provide background information. Highlight any key points of topics in the text.
- Provide additional reading and background information.
- Include additional details and background information.

Data analysis tools:

- GRIDL
- AVID
- High-Low
- KWL
- Venn Diagram
- Cornell Notes
- T-chart
- Graphic organizer

Make notes to provide background information.
Unit 5: Superheroes in My Community

Suggested Timeline: 28 Days

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.

Performance Task: 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.

Formative Checkpoints

- Class Discussion — Students actively participate in daily class discussions throughout the unit.
- Self-Evaluation — Students reflect on being a better citizen and demonstrate this reflection through a commitment card and 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.
**Unit 5: Superheroes in My Community**

<table>
<thead>
<tr>
<th>Performance Task: Helping Professions Awareness Campaign</th>
<th>Audio/Visual display of Helping Professions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will create a multimedia biographical sketch of the individual's career path, education, and the skills the individual uses to help people.</td>
<td>Students will create a biographical sketch of the individual and map their career path, education, and the skills the individual uses to help people.</td>
</tr>
<tr>
<td>Students will identify careers in their community that are considered helping professions careers.</td>
<td>Students will identify one individual in their community who is in a helping professions career.</td>
</tr>
<tr>
<td>Students will identify one individual in their community who is in a helping professions career and job shadow this individual for one day.</td>
<td>Students will record video of the identified individual during the job shadow day as background material.</td>
</tr>
<tr>
<td>Students will select a multimedia format to present their biographical sketch. Students will create interview questions and record video of the identified individual during the job shadow day as background material.</td>
<td>Students will create a biographical sketch for completion of the performance task.</td>
</tr>
<tr>
<td>Students will present their biographical sketch in their community that are considered helping professions careers.</td>
<td>Students will create a multimedia biographical sketch for completion of the performance task.</td>
</tr>
</tbody>
</table>

**Performance Task 4: Public Health and Healthcare Careers**

<table>
<thead>
<tr>
<th>Students will identify public health concerns and problems.</th>
<th>Students will assume the role of a patient care plan.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will present their community service projects and impact the lives of others.</td>
<td>Students will present their community service projects and impact the lives of others.</td>
</tr>
<tr>
<td>Students will review a case study and assume the role of a healthcare or public health occupation to develop a patient care plan.</td>
<td>Students will review a case study and assume the role of a healthcare or public health occupation to develop a patient care plan.</td>
</tr>
</tbody>
</table>

**Suggested Timeline:** 28 days
Stage 4: Learning Plan Overview

Lesson Three: I am a Servant Leader

Lesson Two: Altruism - What Is It and Why Is It Important?

Lesson One: Why My Voice and Leadership Matter

Lesson Four: Heroes Among Us (includes PT 5.1)

Stage 3: Planning Your Overview

Stage 2: Students will review online materials and choose one hero who displays the qualities of a servant leader.

Stage 1: Students will present a LinkedIn profile page for their selected hero and write a short reflection on how their person inspired others to make a difference. Students will then create a LinkedIn profile for their selected hero and write a short reflection on how their person inspired others to make a difference.

Suggested Timeline: 28 Days

Unit 5: Superheroes in My Community
**Unit 5: Superheroes in My Community**

**Stage 3: Learning Plan Overview**

<table>
<thead>
<tr>
<th>Day</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Students will form groups and discuss guidelines, criteria, constraints, and the rubric for performance task (PT 6.2). Students will develop a group presentation document.</td>
</tr>
<tr>
<td>2</td>
<td>Students will complete their community service project and the impact document.</td>
</tr>
<tr>
<td>3</td>
<td>The class will review the five phases of project management and use them to evaluate their own community service project. Student teams will begin to plan their community service project.</td>
</tr>
<tr>
<td>4</td>
<td>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 essential performance tasks.</td>
</tr>
<tr>
<td>5</td>
<td>Students will review project schedules, performance management plans, risk logs, and project evaluation plans. 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 projects that can be done in class, student teams will complete PT 5.2. For community service projects that need to be completed outside of class, classroom time can be used for project planning.</td>
</tr>
<tr>
<td>6, 7, and 8</td>
<td>Students will implement their community service project. If the community service project can be done in class, classroom 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.</td>
</tr>
<tr>
<td>9</td>
<td>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 determine roles and responsibilities for giving the presentation.</td>
</tr>
<tr>
<td>10</td>
<td>Student teams will present their community service project and impact documents to another class or to the identified community partner to ensure the longevity of the project.</td>
</tr>
</tbody>
</table>

**Suggested Timeline:** 28 Days
<table>
<thead>
<tr>
<th>Stage: Learning Plan Overview</th>
<th></th>
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<tbody>
<tr>
<td>Unit 5: Superheroes in My Community</td>
<td></td>
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<tr>
<td><strong>Suggested Timeline:</strong> 28 Days</td>
<td></td>
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<tr>
<td><strong>Stage 3: Learning Plan Overview</strong></td>
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<tr>
<td><strong>Lesson Six: Helping Professions Awareness Campaign</strong></td>
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<td><strong>(Includes PT 5.3)</strong></td>
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<tr>
<td><strong>Lesson Seven: Public Health and Healthcare Careers</strong></td>
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<td><strong>(Includes PT 5.4)</strong></td>
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<td><strong>Suggested Timeline:</strong> 28 Days</td>
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**Stage 3: Learning Plan Overview**

**Lesson Six: Helping Professions Awareness Campaign**

| Days 3 and 4: | Students will review the provided case study that relates to their assigned topic and work on step two of the PT. Students will assess the roles of a helper, facilitator, or public health professional and work collaboratively to determine a model of blended learning that addresses the public health and the roles of a helper, facilitator, or public health professional.

and their influence on solving community issues and problems.

Specificaly, the community service projects and helping professions campaigns, to draw connections between public health and helping careers.

Students will form groups and brainstorm helping professions in their community.

**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. 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.

---

**Stage 3: Learning Plan Overview**

**Lesson Seven: Public Health and Healthcare Careers**

| Days 5 and 6: | Students will complete their multimedia presentations based on their job shadow experience and interview. Students will use artifacts from the job shadow experience.

| Days 3 and 4: | Students will complete their multimedia presentations based on their job shadow experience and interview. Students will use artifacts from the job shadow experience.

| Day 7: | Students will complete their multimedia presentations based on their job shadow experience and interview. Students will use artifacts from the job shadow experience.

| Day 5 and 6: | Students will complete their multimedia presentations based on their job shadow experience and interview. Students will use artifacts from the job shadow experience.

| Day 2: | The teacher will conduct a closing 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 students will partner interview with their peers. Students will refine and complete their interview questions and finalize plans to conduct their job shadowing experience.

**Day 2:** 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.
### Lesson One: Why My Voice and Leadership Matter

**Synopsis**

Students will know and be able to define servant leadership and the characteristics and benefits of altruism.

**Assessed Career and Life Readiness Competencies:**
- Thinking critically by reflecting on what it takes to become a better citizen,
- Demonstrating integrity through the student’s oath for becoming a better citizen, demonstrated on a commitment card.

**New Vocabulary for the Learning Plan**
- empathy
- humanitarian
- altruism
- community
- trajectory
- oath
- servant leadership
- community service

**Suggested Texts and Resources:**
- Huffington Post article

**Materials/Resources**
- Teacher review of the student oath for becoming a better citizen as demonstrated on a commitment card.
- Teacher observation of class discussion.

**Formative Assessment**

**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.

**Lesson One Learning Plan:**

**Why My Voice and Leadership Matter**

*Suggested Timeline: 28 Days*

---

**Unit 5: Superheroes in My Community**
## Unit 5: Superheroes in My Community

### Suggested Timeline:
- 28 Days

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

#### Essential Question
- What is altruism, and how can I apply altruistic characteristics in my school?

#### Synopsis

Students will know and be able to define servant leadership and the characteristics and benefits of altruism.

<table>
<thead>
<tr>
<th>Learning Events and Formative Checkpoints</th>
<th>Resources</th>
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<tbody>
<tr>
<td>Thinking Aloud Protocol</td>
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<td>Sustainedliy</td>
<td>• Teachers and foster parent who donated kidney to student and founded summer camp gets award</td>
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<tr>
<td>Volunteerism</td>
<td>• The Power of Altruism</td>
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<tr>
<td>Embodiment</td>
<td>• Extraordinary Altruism: Who Gives a Kidney to a Stranger?</td>
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<tr>
<td>Gratitude</td>
<td>• Why Do Human Beings Do Good Things? The Puzzle of Altruism</td>
</tr>
<tr>
<td>Generosity</td>
<td>• Tammany teacher and foster parent who donated kidney to student and founded summer camp gets award</td>
</tr>
</tbody>
</table>

#### Materials/Resources
- Teacher review of the original and revised bumper sticker to determine if students understand the concept of altruism
- Teacher observation of class discussion

#### 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 review of the original and revised bumper sticker to determine if students understand the concept of altruism.
- Teacher observation of class discussion.

#### 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
Unit 5: Superheroes in My Community

Lesson Three: I Am a Servant Leader

### Learning Plan:

**I Am A Servant Leader**

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:

- Characteristics of a Servant Leader
- New Vocabulary for the Learning Plan
  - persuasion
  - conceptualization
  - foresight
  - stewardship

#### Learning Events and Formative Checkpoints:

**Day 1**

- 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 sensitivity, persuasion, conceptualization, defining servant leadership and the characteristics and benefits of altruism.

- **Formative Assessment**
  - Teacher observation of class discussion

### Materials/Resources

- Characteristics of Servant Leadership
- Self-stick notes

**Synopsis**

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

#### Resources

- Characteristics of Servant Leadership
- Self-stick notes
# Unit 5: Superheroes in My Community

## 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 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.
- Researching and organizing is demonstrated through the logical and organized structure of the LinkedIn profile.
- Thinking critically is demonstrated through the logical and organized structure of the LinkedIn profile.

### Suggested Texts and Resources:

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

### Vocabulary for the Learning Plan

- Hero

### Learning Events and Formative Checkpoints:

#### Day 1

- Students will know and be able to:
  - Develop and demonstrate ten characteristics of servant leadership: listening, empathy, 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

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### Day 2

- Students will know and be able to:
  - Analyze and summarize effective leadership techniques and how they can be applied in today’s world.
  - Develop and demonstrate ten characteristics of servant leadership: listening, empathy, 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
Unit 5: Superheroes in My Community

Lesson Five: Community Service

Synopsis

Students will define the components of and develop a needs assessment. Students will implement the 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, identifying the impact of the 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.
- Exercising leadership is demonstrated through the student role in the project planning and supervision.
- Understanding teamwork and engaging others to work with others is demonstrated through developing a team contract and preparing a presentation of the project.
- Willingness to lead and make decisions is demonstrated by engaging in the needs assessment and applying the results to a community service project.

Communities are strengthened by developing a needs assessment, creating a community service project, and identifying the impact of the project.

Materials/Resources

- PT 5.1 Student Handout
- PT 5.1 Rubric
- Linkedin Profile Checklist
- Cannondale Checklist

Formative Assessment

- Teacher observation of student reflections
- Teacher observation of class discussion

Formal Assessment

- Teacher review of student reflections
- Peer review of student presentations
- Developing and demonstrating ten characteristics of servant leadership: Listening, Empathy, Healing, Awareness, Persuasion, Empowerment, Foresight, Stewardship, Commitment to the Growth of People, and Building Community.

Lesson Five: Learning Plan: Community Service

Student Compass

- Develop and demonstrate ten characteristics of servant leadership: Listening, Empathy, Healing, Awareness, Persuasion, Empowerment, Foresight, Stewardship, Commitment to the Growth of People, and Building Community.

Formal Assessment

- Teacher observation of student reflections
- Teacher observation of class discussion

Materials/Resources

- PT 5.1 Student Handout
- PT 5.1 Rubric
- Linkedin Profile Checklist
- Cannondale Checklist

Formative Assessment

- Teacher observation of student reflections
- Teacher observation of class discussion

Formal Assessment

- Teacher review of student reflections
- Peer review of student presentations
- Developing and demonstrating ten characteristics of servant leadership: Listening, Empathy, Healing, Awareness, Persuasion, Empowerment, Foresight, Stewardship, Commitment to the Growth of People, and Building Community.

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.
- Exercising leadership is demonstrated through the student role in the project planning and supervision.
- Understanding teamwork and engaging others to work with others is demonstrated through developing a team contract and preparing a presentation of the project.
- Willingness to lead and make decisions is demonstrated by engaging in the needs assessment and applying the results to a community service project.

Communities are strengthened by developing a needs assessment, creating a community service project, and identifying the impact of the project.
**Lesson Five: Community Service**

**Learning Plan:**

- **Unit 5: Superheroes in My Community**

**Suggested Timeline:** 28 Days

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<td>- ORID data analysis tool</td>
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<td>- Team contract</td>
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<td><strong>New Vocabulary for the Learning Plan:</strong></td>
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<td></td>
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</table>

**Suggested Texts and Resources:**

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

**Lesson Five Learning Plan: Community Service**
### Lesson Five Learning Plan: Community Service

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<tr>
<th>Day 4</th>
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<th>Day 6, 7, and 8</th>
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### Formative Assessment

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<th>Unit 5: Superheroes in My Community</th>
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<td><strong>Lesson Five Learning Plan:</strong></td>
<td>Community Service</td>
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<td><strong>Day 9</strong></td>
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<td><strong>Day 10</strong></td>
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Lesson Six Learning Plan: Helping Professions Awareness Campaign

Essential Question:
What types of careers help people and shape communities?

Assessed Career and Life Readiness Competencies:
- Using information:
  - Students will research helping professions and the career pathways to access these jobs.
- Communicating information:
  - Students will create a multi-media presentation and share with their peers.
- Participating in civic-minded and community-based organizations:
  - Students will create a multi-media presentation and share with their peers.
- Applying information technology appropriately and effectively:
  - Students will create a multi-media presentation and share with their peers.
- Background knowledge and understanding and key concepts about the occupation career pathway or industry:
  - Students will create a multi-media presentation and share with their peers.
- Managing time and other resources effectively:
  - Students will create a multi-media presentation and share with their peers.
- Developing an awareness of major national, state, and local government issues:
  - Students will create a multi-media presentation and share with their peers.
- Analyzing information accurately and effectively:
  - Students will create a multi-media presentation and share with their peers.
- Thinking critically:
  - Students will create a multi-media presentation and share with their peers.
- Thinking creatively:
  - Students will create a multi-media presentation and share with their peers.
- Communicating verbally, listening actively:
  - Students will create a multi-media presentation and share with their peers.
- Collaborating:
  - Students will create a multi-media presentation and share with their peers.
- Developing an awareness of major national, state, and local government issues:
  - Students will create a multi-media presentation and share with their peers.
- Participating in civic-minded and community-based organizations:
  - Students will create a multi-media presentation and share with their peers.
- Applying information technology appropriately and effectively:
  - Students will create a multi-media presentation and share with their peers.
- Background knowledge and understanding and key concepts about the occupation career pathway or industry:
  - Students will create a multi-media presentation and share with their peers.
- Managing time and other resources effectively:
  - Students will create a multi-media presentation and share with their peers.
- Developing an awareness of major national, state, and local government issues:
  - Students will create a multi-media presentation and share with their peers.
- Analyzing information accurately and effectively:
  - Students will create a multi-media presentation and share with their peers.
- Thinking critically:
  - Students will create a multi-media presentation and share with their peers.
- Thinking creatively:
  - Students will create a multi-media presentation and share with their peers.
- Communicating verbally, listening actively:
  - Students will create a multi-media presentation and share with their peers.
- Collaborating:
  - Students will create a multi-media presentation and share with their peers.
- Developing an awareness of major national, state, and local government issues:
  - Students will create a multi-media presentation and share with their peers.
- Participating in civic-minded and community-based organizations:
  - Students will create a multi-media presentation and share with their peers.
- Applying information technology appropriately and effectively:
  - Students will create a multi-media presentation and share with their peers.
- Background knowledge and understanding and key concepts about the occupation career pathway or industry:
  - Students will create a multi-media presentation and share with their peers.
- Managing time and other resources effectively:
  - Students will create a multi-media presentation and share with their peers.
- Developing an awareness of major national, state, and local government issues:
  - Students will create a multi-media presentation and share with their peers.
- Analyzing information accurately and effectively:
  - Students will create a multi-media presentation and share with their peers.
- Thinking critically:
  - Students will create a multi-media presentation and share with their peers.
- Thinking creatively:
  - Students will create a multi-media presentation and share with their peers.
- Communicating verbally, listening actively:
  - Students will create a multi-media presentation and share with their peers.
- Collaborating:
  - Students will create a multi-media presentation and share with their peers.
- Developing an awareness of major national, state, and local government issues:
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- Developing an awareness of major national, state, and local government issues:
  - Students will create a multi-media presentation and share with their peers.
Lesson Six: Helping Professions Awareness Campaign

Suggested Timeline: 28 Days

Unit 5: Superheroes in My Community

**Lesson Six: Helping Professions Awareness Campaign**

**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
- Rubric: PT.5.3 rubric

**Materials/Resources**
- PT.5.3 student handout
- PT.5.3 student handbook

**Day 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
- Teacher review of students’ biological sketches

**Materials/Resources**
- PT.5.3 student handout
- PT.5.3 rubric
- Monster.com article
- DIY: How to Make A Podcast by Theresa Chin
- Best Podcast Apps and Websites for Students
- The Nuts and Bolts of Creating Podcasts
- Starting Your Podcast: A Guide for Students
- Best Podcast Apps and Websites for Students
- The Nuts and Bolts of Creating Podcasts
- Starting Your Podcast: A Guide for Students
- PT.5.3 student handout

**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

**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

**Materials/Resources**
- Teacher observation of class discussion
Lesson Seven Learning Plan: Helping Public Health and Healthcare Careers

Unit 5: Superheroes in My Community

Suggested Timeline: 28 Days

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 public health challenges relate to each other?

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 simulating 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 communicate their understanding to others.
- Understanding teamwork and being able to work with others is demonstrated through the development of a team multimedia presentation.
- Applying information technology appropriately and effectively is demonstrated through the development and presentation of multimedia resources.
- Communicating verbally, listening actively is demonstrated by completing and explaining the case study multimedia presentation.
- Using information is demonstrated by the ability to research information to understand the benefits and demands of the health care profession.
- Developing an awareness of major national, state, and local government issues is demonstrated through the student's research of public health challenges and presentation to a healthcare professional.

Suggested Texts and 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

New Vocabulary for the Learning Plan:

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

Learning Events and Formative Checkpoints:

Day 1

- Students will know and be able to:
  - understand the differences between healthcare and public health
  - understand public health challenges and occupations

Formative Assessment

- Teacher observation of class discussion
- Teacher observation of team rules and norms

Materials/Resources

- Teacher review of team rules and norms
- Teacher observation of class discussion
- Research on assigned public health issue
- Presentation on assistance of public health issue

PT 5.4 Rubric

PT 5.4 Student Handout

Resources
## Unit 5: Superheroes in My Community

### Lesson Seven Learning Plan: Helping Public Health and Healthcare Careers

#### Suggested Timeline:
- **2 Days**
- **5 Days**

#### Lesson Seven Learning Plan:

<table>
<thead>
<tr>
<th>Day 2</th>
<th>Students will know and be able to present multi-media presentation, using executive and communication skills.</th>
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<tbody>
<tr>
<td></td>
<td>Teacher observation of class presentation.</td>
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<td>Formal assessment.</td>
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<td>Teacher discussion.</td>
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<td>Peer assessment from PT 5.4.</td>
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<td>Peer assessment of multimedia presentation.</td>
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<table>
<thead>
<tr>
<th>Day 3 and 4</th>
<th>Students will know and be able to show evidence of understanding public health and healthcare-related careers while developing the simulated patient care model.</th>
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<tr>
<th>Day 5</th>
<th>Students will know and be able to present multimedia presentation using executive and communication skills.</th>
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<th>Day 6</th>
<th>Students will know and be able to present multi-media presentation using executive and communication skills.</th>
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<td>Teacher observation of class presentation.</td>
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</table>

#### Materials/Resources:
- PT 5.4 Rubric
- PT 5.4 Student Handout
- Peer assessment from PT 5.4
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:
- Objective
- Reflective
- Interpretative
- Decision

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?
Values Assessment Worksheet

- 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.