

# EL/Civics Lesson Plan

Program Name Euclid EL/CIVICS

Staff Responsible for Lesson Wendy Oliver

Date(s) Used	10/11/10
Civics Category	II. Civic Participation
Civics Objective	30. Community Resources - Service
Time Frame to Complete Lesson	2 hours
EFL(s)	NRS 4, 5, and 6
Standard(s)	Speak so Others Can Understand
Benchmark(s)	S4.5, 5.5, 6.5-use multiple strategies to monitor the effectiveness of the communication
Materials	Guest speaker Handout of questions for the speaker
Activities	<p>Explain that every social service organization needs help to provide services because they are never well funded. Use your own program as an example, if you use volunteers. If not, use your building or the surrounding community. In our case, we focused on the building.</p> <p>Ask students what they observe that could be improved about our building and board the answers. In our case, there is paint needed, ceiling tiles missing, windows that are rotting and floors that are very rough. Ask why those things are not better cared for and elicit the idea of monetary shortfall. Ask them to provide ideas of what volunteers could do. Ask them how they would attract volunteers if they were the building manager. Board the ideas.</p> <p>Tell them they are going to have a chance to interview a person who works with the building manager on our building. Break students into groups and have each group develop a list of questions for the speaker.</p> <p>Board the questions as a whole group and develop the master list.</p> <p>Role play with one student acting as the speaker. Have students practice clarifying the question if they aren't</p>

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	<p>understood. Assign questions in advance and remind student that if the speaker doesn't understand, they will need to find another way to make it clear. Choose new words, draw a picture, and write a word on the blackboard if they are not understood.</p> <p>Invite a speaker to discuss volunteering.</p>
<p>Assessment/ Evidence</p>	<p>Have students write the answers to the questions. Discuss what they learned by reviewing the questions and answers. Ask if they would like to do something either individually or as a group. In our case, we will participate in the spring clean-up.</p>
<p>Reflection</p>	<p>This was an interesting experience because the answers the speaker gave to 'Why do you volunteer' were not anticipated. The main response was that he wanted a job working for the building management, but they don't have funds to hire him. His thought was that by volunteering, he would be first in line when they did have funds. Several of my students are unemployed, and think their limited English precludes them from jobs they are otherwise qualified for. The speaker encouraged them to volunteer in some capacity while they are unemployed. It would give them a chance to show what they can do and improve their English at the same time. It would also let the potential employer see that the language issues were not deal-breakers. There was much discussion of ideas of where they might go to do that. This was a great event. In addition, students discovered they could make themselves understood, even when they went off-script.</p>

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### Questions for Guest Speaker, Paul Podnar

1. What kind of work do you do for this building?
2. Why do you do it?
3. How much time do you spend working here and when? Weekends?
4. How long have you volunteered here?
5. Do you volunteer anywhere else?
6. Do you have a regular job?
7. Do you like the work you do here? If so, why?
8. Did you do volunteer work other places before? Do you help other places now?
9. What do volunteers do in this building?
10. How much money does the building save due to volunteer work?
11. Are you part of a political group? Is that why you do this?
12. What are the plans for this building?