

EL/Civics Lesson Plan

Program Name Euclid EL/CIVICS

Staff Responsible for Lesson Wendy Oliver

Date(s) Used	3/11/08
Civics Category	II. Civic Participation
Civics Objective	17. Community Resources - Volunteers Identify and describe volunteer opportunities in the community
Time Frame to Complete Lesson	1 1/2 hours
EFL(s)	NRS levels 5-6
Standard(s)/Components of Performance	Read with Understanding <ul style="list-style-type: none"> - Determine the reading purpose. - Select reading strategies appropriate to the purpose - Integrate new information with prior knowledge to address the reading purpose
Benchmark(s)	R5.1 Comprehend simple graphs, charts, diagrams and paragraphs. R6.1 Read authentic materials to gain knowledge R5.2 and R6.2 Use strategies to understand text R6.5 and R6.6 Complete a task (with multi-step directions/complex directions)
Materials	<ul style="list-style-type: none"> • Internet and computers • dictionaries
Activities	<p>I. Discussion: Ask students what the word volunteer means. Ask them for examples of things volunteers do. (help in hospitals, fire departments, church activities, bake sales, PTA, etc.) Suggest different areas like parks, schools and hospitals to direct the answers. Board the replies.</p> <p>Ask if they have ever done a volunteer activity, and if so to describe it. If they haven't, ask if anyone they know has ever done one. Suggest that caring for an elderly relative could be considered a volunteer activity. Babysitting could as well if you aren't paid.</p> <p>Explain that in a democracy, good citizens often volunteer to help other people. Point to the Red Cross as an example. Some</p>

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	<p>people do one-time service, like helping with Earth Day, while others might sign up to work one day a week for a museum gift shop or a playhouse.</p> <p>II. Tell them that today they are going to go online and search for volunteer opportunities in Cleveland. Their job is to make a chart of their 3 favorite activities to share with the rest of the class. (See attached chart) Suggest they start with Google and the words 'volunteer Cleveland, Ohio'. Ideally, they should find an activity they might like to actually do.</p> <p>Encourage students to use a website like www.volunteermatch.org to get a broad range. Venues include parks, TV stations, hospitals, animal rescue, museums, food banks, churches, etc.</p> <p>III. Allow the class to continue until everyone has 3 items on their charts. Students may be paired if abilities or computers are limited.</p> <p>IV. Reconvene the class and have everyone describe what they found to each other. Ask them which activity they would like to do most and to place a circle around it. Ask them why. Ask them if they think they might actually do it and if not why. Collect the charts and make a class chart for distribution the next day.</p>
<p>Assessment/ Evidence</p>	<p>Charts will be completed with accurate information on a variety of activities.</p>
<p>Reflection</p>	<p>Students seemed interested and during discussions, it was noted that these are great opportunities to practice English with Americans. One person also suggested that schools sometimes need help in a classroom if people have time. We also thought it might be a way to learn new vocabulary for a future job. You could volunteer at a hospital and then apply for a job there when you understood the system and terminology better. It would also give the hospital a chance to get to know you and what kind of a worker you are. Goal-directed volunteering seemed more attractive to this class. The main problem for them is that they work full time—some 6 days a week—and English class is all they can manage for now.</p>

Activity	Where?	Date (s)	Time Required	Contact Name and Number or E-mail