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| **LESSON TITLE** |
| **Community Mapping Challenge – A Project-Based Learning approach to the Community Service National Program** |
| **INTENDED GRADE LEVEL** |
| 6-12 |
| **TIMEFRAME**  *How much time will it take to complete this lesson? (video, handouts, activity)* |
| 90 – 125 Minutes  *(If completing Activity 3, add an additional 90-180 minutes plus presentation time).* |
| **FCCLA NATIONAL PROGRAM(S) INTEGRATION**  *What National Program(s) does your lesson align with and how did you integrate them?* |
| Community Service  *(Other National Programs could be aligned based on the specific curriculum taught and/or issues addressed in the project.)* |
| **FCCLA CAREER PATHWAY INTEGRATION**  *What Career Pathway(s) does your lesson align with and how did you integrate them?* |
| Human Services, Hospitality & Tourism, Educational & Training, Visual Arts & Design, Real-World Skills |
| **REQUIRED PRIOR KNOWLEDGE**  *What prior knowledge or classes are required for this lesson?* |
| N/A |
| **LEARNING OBJECTIVES** *Learning objectives should be brief, clear, specific statements of what learners will be able to do at the end of a lesson as a result of the activities, teaching and learning that has taken place. (student-centered, thinking-centered, performance-based)* |
| Learners will be able to:   * Assess community needs, available resources, and propose effective solutions to address those needs. * Analyze complex issues, make informed decisions, and adapt strategies as needed. * Create a project plan that outlines goals, tasks, timelines, and resources needed to complete the project. * Prepare and deliver a clear, concise and engaging presentation that highlights their project to a panel of community members, leaders, and/or peers. |
| **NATIONAL FCS STANDARDS *Please list the FCS National Standards that your lesson aligns with. To view the FCS national standards click*** [***here***](http://www.nasafacs.org/uploads/1/8/3/9/18396981/fcs_national_standards_3.0_complete_6-12-17.pdf)***.*** |
| **2.1.1 Apply time management, organizational, and process skills to prioritize tasks and achieve goals.** |
| **MATERIALS NEEDED** *Please list all of the materials the students will need in order to complete the lesson.* |
| * Map of the local community   + Could be provided electronically or printed. Could be one large map for the class to mark, provide one per group, or one per student. * Markers, Colored Pencils, etc. for Mapping Activity (if maps are printed) * [FCCLA Planning Process Template](https://fcclainc.org/sites/default/files/Planning%20Process%20Summary%20Page%20Template%20Fillable.pdf) * National Programs in Action STAR Event Guidelines (located in the [FCCLA Portal](https://affiliation.registermychapter.com/fccla)>Resources>Competitive Events>01. STAR Event Guidelines, Resources & Major Changes (2023-2024) |
| **Instructional Strategies**  *Instructional strategies encompass any type of learning technique a teacher uses to help students learn or gain a better understanding of the course material. They allow teachers to make the learning experience more fun and practical and can also encourage students to take more of an active role in their education. For more information, click* [here](https://tophat.com/blog/instructional-strategies/)*.* |
| * Project-Based Learning * Experiential Learning * Collaborative Learning & Teamwork * Portfolio Development |
| **ACTIVITY #1** |
| **Activity Title: LEARN – Community Resource Mapping**  **Timeframe: 60-95 minutes**  **Materials Needed:**  Map of the local community (digital or printed)  Markers, colored pencils, etc. (if printed)   1. Introduce the project and scenario to the class: (5-10 minutes)    1. Scenario: Your local community has identified a need for a central resource hub that can offer support and services to residents in need. This hub aims to address various social, economic, and environmental challenges faced by the community. Your class has been chosen to spearhead the project.    2. Share with the class the specific resources they will be researching and locating. (5-10 minutes)       1. Tip: Make this content specific by having them only map local resources related to the FCCLA Career Pathway(s) your curriculum aligns with.          1. Hospitality & Tourism students could map local resources related to providing food to the community (grocery stores, food banks, soup kitchens, SNAP, WIC, etc.) or resources that provide housing (hotels, rentals, homeless shelters, HUD, etc.).          2. Education & Training students could map educational centers and resources (schools, daycares, adult centers, libraries, etc.).          3. Visual Arts & Design students could map employment and service providers (textile mills, interior designer firms, furniture stores, clothing stores, thrift stores, etc.).          4. Human Services could map healthcare (physical and/or mental) facilities, family support services, recreation facilities, financial facilities, etc. 2. Prior to resource mapping, showcase and review the map of the local community. Ensure that students understand how to locate information on the map, mark locations on the map, etc. (5-10 minutes) 3. Give students time to research and locate various resources. Students will work together to create a map of their community that highlights local resources related to the focus area previously shared. (30-45 minutes)    * 1. Tip: Post a large map of the community in your classroom. Assign specific resources to student groups to find and locate on the map.      2. Tip: Get all classes involved by having each class focus on a specific area related to the course. 4. Facilitate a discussion with the class to identify needs within the community. (15-20 minutes)    1. What were the most surprising or unexpected findings?    2. How can the identified resources be better utilized to address community needs?    3. Are there any gaps or areas where resources are lacking in the community? How might these gaps be addressed?    4. What role can local organizations, businesses, or institutions play in supporting or enhancing the existing resources?    5. How can we ensure that the new and/or updated resources are regularly updated, communicated, and accessible to all community members? |
| **ACTIVITY #2** |
| **Activity Title: LEAD – Serving a Community Need**  **Timeframe: 45-60 Minutes**  **Materials Needed:**  [FCCLA Planning Process Template](https://fcclainc.org/sites/default/files/Planning%20Process%20Summary%20Page%20Template%20Fillable.pdf)   1. Students will work together to complete the first three steps of the FCCLA Planning Process: (45 – 60 minutes)    * identify a community need to address based on the mapping activity and discussion    * set a goal that will address the need;    * form a plan to address the need;    * list resources, partnership, etc. that can be utilized to complete the plan.  * They will also provide information on:   + An evaluation process to determine their success.   + List resources, partnerships, and media that could be used to support and/or promote their projects.   + How the project promotes FCCLA and/or FCS education in your school and/or community.   If you do not want your students presenting their projects, you can complete the finish the lesson by having them turn in their FCCLA Planning Process sheets.   * TIP: The National Programs in Action STAR Event Rubric could be used to score their planning process sheets using the specific planning process criteria. |
| **ACTIVITY #3** |
| **Activity Title: Serve the Community (OPTIONAL)**  **Timeframe: 140-255 Minutes**  **Materials Needed:**  National Programs in Action STAR Event Guidelines & Rubric (found in the FCCLA Portal>Resources>Competitive Events>01. STAR Event Guidelines, Resources & Major Changes (2023-2024)   1. Using the National Programs in Action STAR Event, students will create a presentation that showcases their plans to address the provided scenario. (90 – 180 minutes) 2. Students will present their projects to a panel of community members for evaluation. (Each group will need 10-15 minutes that includes set-up, presentation, questions, and final scoring.)    1. Panel members selected should align with the specific goals and focuses of the student projects. Engaging those who have expertise in the relevant fields can provide meaningful and constructive feedback. Examples of community members that could serve on this panel include: Mayor, County Commissioners, Chamber of Commerce Director, Visitor/Tourism Bureau Director, local nonprofit representatives, educational administrators, community activities and advocates, faith leaders, community residents, law enforcement representatives, healthcare professionals, environmental experts, etc.    2. Use the scoring rubric from the National Programs in Action STAR Event.   IMPLEMENTATION TIP - Use the highest rated project for the class to implement. Complete an evaluation of the projects’ success and submit a National Program Award Application in the FCCLA Portal by March 1. |