

# Transitions Supports Community Participation

## How does community participation lead to a job?

Throughout *The Transitions Curriculum*, lessons are provided to encourage community participation. This is built into all lessons in "Connecting Activities" with activities to connect the student to home and family, the high school campus, the community, businesses and potential employers.

Additionally, the Curriculum provides a large number of lessons that guide the student to directly access, interact and participate with the community. The "Preparation Unit" which serves as an introduction to each Volume, includes a lesson on Volunteering. In this lesson, students learn about volunteering, participate in and complete a report about a volunteer experience and gain valuable experience and connections to potential future employers.

### STEP 7: Connecting Activity

Students interview an adult on campus by asking the questions on the **Career Survey** form. Complete the form and report information to the class. Use class time for the interview, if needed, so that everyone has an opportunity to complete the assignment.

Students use the Internet to find and bring links to five websites that have information about careers in which they are interested.

## 7 Learn the Benefits of Volunteering

### TRANSITION OBJECTIVE

Students will learn the importance and benefits of volunteering in the community and will begin planning their own volunteer experiences.

### RELEVANCE TO SUCCESSFUL TRANSITION

The service project gives students an opportunity to volunteer in their community, providing a valuable service to the community and to those in need. It also gives students an opportunity to build job skills. Contributing in this way will encourage students to develop a commitment to make a difference.

### INSTRUCTIONAL SEQUENCE

- ❑ **STEP 1: Update Journal**  
When I help someone do something, I feel . . .
- ❑ **STEP 2: Convene Roundtable**  
"I feel needed by others when I \_\_\_\_\_."
- ❑ **STEP 3: Advance Organizer**  
"Today we are going to learn about volunteering here at school or in the community and begin to plan a volunteer activity."
- ❑ **STEP 4: Activity - 20 Minutes**  
Ask students if they know what it means to be a volunteer. Describe volunteers who are called school safety patrols. These volunteers help students cross streets near schools. Ask for other examples of other volunteers and have a short discussion. Next, read or have students take turns reading the story, **Why Volunteer?**  
After hearing the story **Why Volunteer?** about a character named Cathy, ask the following questions: How did her volunteer work affect the people Cathy was helping? How did the volunteer work affect Cathy? Is volunteer work important? Why? Is it important for you? Why?
- ❑ **STEP 5: Activity - 25 Minutes**  
Explain that the class will complete a service project. The service project students will

complete is a 15-hour volunteer assignment. Students will choose an assignment and keep a log of their experiences. Throughout the semester, students will report on their volunteer experiences. At the end of the semester, students will give a class report describing their volunteer experiences.

Go over each part of the **Making a Better World** worksheet as you explain the assignment. Assure the students that they will receive whatever help they need to make this a successful experience. Call potential volunteer sites (non-profit) for information about volunteering.



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### LESSON 7 Learn the Benefits of Volunteering

### PREPARATION UNIT



- ❑ **STEP 6: Evaluate Outcomes**  
One example of a volunteer project is "\_\_\_\_\_."

- ❑ **STEP 7: Connecting Activity**  
Students will take the **Making a Better World** worksheet and **Permission Letter** home to read with their parents and return it to school, signed. Invite a person from a volunteer center in your city to speak to the class.

### KEY WORDS

volunteer	benefit	opportunity	giving
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### MATERIALS AND PREPARATION

- Student Handouts: **Why Volunteer?**, page 8; **Making a Better World**, page 9; **Permission Letter**, Appendix A, page A4.
- Go over the service project with your administrator for permission and support.
- Complete the **Permission Letter** and get administrative support.
- Prepare to discuss the volunteer service project for each student.

### SCANS FOUNDATION SKILLS

- Basic Academic Skills: Reading, Listening
- Thinking Skills: Decision Making
- Personal Qualities: Responsibility, Sociability

### NOTES

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