

Lesson Title: Human Needs: Met Through the Human Services Cluster

Career Cluster: Human Services

Essential, Knowledge and Skills: Team Work, Problem Solving, Critical Thinking, Communication; Safety, Health and Environment

Career Concepts: Career Information

Summary: Students will begin this lesson by brainstorming activities for babysitting small children or deciding how to spend “money” in a budget. They will then proceed to exploring the Human Services career cluster by looking closer at the pathways and career specialties and identifying the human needs that the pathways meet. They will be using phone books to locate individuals, businesses, and agencies that practice the career specialties in the Human Services cluster. Last, student groups will write public service announcements for the pathways in the Human Services cluster.

Course Objectives:

- 1.2 Students will be able to identify compositions of career clusters and the relationship to the career field.
- 2.1 Students will be able to make connections between personal strengths/interests and [work] careers.
- 5.1 Students will be able to utilize technology to access career information.

Lesson Objectives:

Students will...

- Explore the Human Services career cluster.
- Identify local people, businesses, and agencies that practice the career specialties that fit into the pathways of this cluster.
- Create Public Service Announcements (PSA’s) for the Human Services pathways.
- Reflect upon how the Human Services career cluster pathways help them meet their own human needs.
- (Optional project) Plan and conduct a community service project.

Time: Three class periods

Required Materials: Nebraska Career Connections at www.nebraskacareerconnections.org or printed Clusters at a Glance for each student, multiple copies of telephone books or computers with Internet access, copies of all activity sheets for each student for this lesson. Optional materials: index cards if Option 2 under Anticipatory Set is chosen. For Anticipatory Set Option 3: The Bean Game (5.0.3) or Spending Plan Shake Up (2.15.1.J1) found by registering as a user of the Family Economics and Financial Education web site at feff.arizona.edu/ (this web site has free lesson plans and activities for educators related to financial literacy education) – if this option is chosen as an introduction to the lesson, one copy per individual would be needed as well as markers to cover the choices in either of those activities

Guest presenters: Optional presenters could be identified by completing the phone book activity in #4 below – have students pinpoint areas of interest and then either teacher or students could invite them to class for a panel discussion on careers.

Content and Teaching Strategies:

Anticipatory Set (3 options)

Option 1: Read to students:

Here's the situation: Your aunt and uncle have left their three children, ages three, five and six, with you for the afternoon to entertain. We're going to let your classmates help you out with ideas on how you can keep them busy, have fun, and learn something in the process. I'm going to give you two minutes to think of two to three developmentally appropriate games or activities they could play with these children. Then we are going to go around the room and each person is going to tell one of their ideas. If your idea has already been taken, try to say a different one.

Some examples could be: Play a game of duck-duck-goose, Simon Says, play dress up, go outside, go to the park, play board games, make a snack, play with play dough, color, etc. Make sure their examples are appropriate and entertaining.

Option 2: Write 2-3 of the following common household supplies on index cards: an old telephone, a lampshade, a Halloween mask, a ball, string, tin cans, sparkles, pipe cleaners, a bucket, a blanket, 2 chairs, a bar of soap, markers, newspapers, paper plates, coffee filters, grocery bags (plastic & paper), a spatula, an empty fish tank, magnets, a bottle of bubbles, etc. Hand out supplies cards to students individually or in teams. Give the students 1 minute to write a safe and appropriate activity for preschool aged children using these basic household supplies on the back of their index card, and then pass the card to the next group. The next group should look at the supplies and write down another activity. Pass again after 1 minute. After you have passed 3-4 times, stop and have students read through all of the ideas. Ask for volunteers to share their favorite or most plausible activity.

Follow up to both Option 1 and 2: Next, ask students what need is being met through your babysitting services or creativity in brainstorming activities for preschoolers? Babysitting and child care are jobs that you can do at your age and on your own. There are many areas and levels of child care (certificate or license for being a nanny all the way to a doctoral degree in special education and communication disorders). Working with children and learning about their development is the Early Childhood Development & Services pathway of the cluster you will be learning more about: the Human Services cluster. In this cluster you will see the pathways help meet human needs and there are times when you have to be flexible, creative and work with the limited resources you have on hand to meet those needs.

Option 3: Use the Bean Game (5.0.3) or Spending Plan Shake Up (2.15.1.J1) – both found free for educators at the Family Economics and Financial Education web site fefe.arizona.edu/. The Bean Game is a little longer than Spending Plan Shake Up. Either could be used to have students practice “budgeting.”

Follow up to Option 3: Human needs v. wants could be discussed following this lesson. Money is used to fulfill some of our physical human needs. This activity relates to the Consumer Services Pathway of the cluster you'll be learning more about in this lesson: the Human Services cluster. In this cluster you will see that the pathways help meet human needs and there are times when you have to be flexible, creative and work with the limited resources you have on hand to meet those needs.

Option 4: Using the website feffe.arizona.edu/ Brainstorm a list of Needs and Wants then have students categorize accordingly.

Option 5: Imagine you are a member of a large family consisting of 8 members living on a limited income struggling to meet the demands of monthly living expenses (basic needs, electricity, water, heat and groceries – Cable television and phone service is a luxury.) Your assignment is to create a menu for each meal (breakfast, lunch and supper) for the entire family. Provide cost for each meal.

Lesson Components

1. Discussion: Make sure students have a clear understanding of the differences of Human needs v. Wants. What are people's physical, mental, emotional and social, spiritual, and financial needs? Brainstorm and record lists of needs on visual in front of the class. The human services cluster is made up of careers that help meet people's needs. (feffe.arizona.edu)
-  2. Break the class into five groups and assign each group a pathway. Each group must get the Human Services Cluster at a Glance either on Nebraska Career Connections at www.nebraskacareerconnections.org or in print and read through the pathway descriptions. On a sheet of paper or area of the board, have each group write their pathway and the human "needs" their pathway addresses. Have students use the words from activity one and add any other needs they can think of as they read through the pathway descriptions. After all groups have their information posted, have each group tell about the needs their pathway addresses. Note: Many of these pathways also offer opportunities for entrepreneurship and the connection to the Business, Management, and Administration career cluster. Also, have students look through the example of Human Services Postsecondary Programs of Study. Point out the different degrees available in this cluster.
3. If you have access, you may have students watch the videos on the Nebraska Career Connections web site. After you click on the human services cluster, there is a video link to click on.
4. Get multiple telephone books from just the local area or it may be useful to include cities if located in a rural area. Students may stay in the same teams as activity two. Have them look through the phone book yellow pages and white pages for individuals, businesses, and agencies that fit into their pathway of this career cluster. Key terms to look for are in their pathway descriptions on the Cluster at a Glance sheet. Have them record on activity sheet and later present to the rest of the class. This can become a resource if you choose to have a panel of speakers.
5. Group discussion: Use the Cluster at a Glance as a reference, as well as your high school course selector and available extended learning activities.
If a student is interested in one of the pathways of this career cluster,
 - What type of coursework should they consider?
 - What extended learning activities should they participate in?

- What types of characteristics/strengths would people in this cluster need to have?
6. In their teams have students create a public service announcement or brochure highlighting their assigned pathway in the human services career cluster. The piece they are writing should be informative and persuasive. Included should be a “hook” or attention getter, the pathway description with connection to cluster, current statistics and sources, why one should learn more about this pathway, and whom to contact or where to go for more information. Make sure students are told who their audience is so they can write their PSA appropriately – peers, parents, community, whole school, etc. This project will be written. If you have the technology and the time available, students may record the P.S.A. as a pod cast, as a school announcement, for your local cable access channel or for print on sports programs, school bulletins, etc.
 7. Optional Activity: Community Service/Service Learning Project - If this activity is chosen, it should be started on the first day when human needs are identified. When the telephone activity is completed, the teacher or students could contact an area agency to see where there is need (problem or area of concern). The PSA project could be modified for students to advertise their project. Plan and conduct service project like a food drive, collect toiletry articles for homeless shelter, collect cell phones for domestic violence shelter, painting local homes or park equipment, etc. This could be completed within class, school, or community, depending on the circumstances – class time v. out of class time, activities and agencies available in area, etc. Use the following steps to help students organize and plan.
 1. Identify the problem or area of concern.
 2. Set a goal (hold a collection, how much to collect, etc.).
 3. Plan what tasks need to be done, who is going to do them, when it is going to happen, resources, and where will it take place.
 4. Complete the project.
 5. Evaluate using questions like how did it go, what went well or didn’t go well? Publish a newspaper article for publicity, send thank you letters, and think about what was learned?

If you choose to do this activity, make sure to connect it back to the Human Services cluster and the pathway or specialty with which it correlates. This project can also be connected to the Business, Marketing, and Management Cluster. Point out the Essential Knowledge and Skills the students are practicing or acquiring by planning and conducting the service project, as well as their involvement in meeting a community need.
 8. Optional Activity: Do a phonebook search in the Yellow Pages for local/regional agencies that focus on human needs.



Lesson Closure

Each group will read their PSA’s to the class.

Students should write an entry in their student notebooks answering the following question: Identify two of your human needs and describe how they are met through the pathways of the human services cluster.

Essential Knowledge and Skills Connection

The components of this lesson emphasize **team work, problem solving, critical thinking, communication, in addition to safety, health and environment**. Choose one of the following activities to help students connect the lesson with their own development of EKS.

- Write a journal entry, reflecting on one of the EKS used in this lesson. Students could choose a strength or weakness they wish to improve or enhance
- Graphic organizer (see Supporting Document-Teacher Resources) to emphasize the EKS used in this lesson connected to home, school and work.
- Have students use the model to identify EKS used during the activity.

Formative Assessment:

Use rubric to evaluate the PSA's.

Cluster at a Glance

The key terms to look for in the phone book activity are under the Pathway Descriptions.



Human Services Career Cluster

■ Career Field: Human Services and Resources

Nebraska Career Education has identified 6 Career Fields that group 16 Career Clusters into areas of common skill development. The Human Services and Resources Field consists of four clusters: Education and Training; Government and Public Administration; Human Services; and Law, Public Safety, and Security.

■ **Cluster Description:** The Human Services Career Cluster prepares students for careers that improve quality of life and promotes safe, health communities. Workers in human services better our lives by tending to our psychological, social, and physical needs. Social service organizations that help individuals with basic needs, such as housing, health, and nutrition constitutes a large component of this cluster.

■ Pathway Descriptions

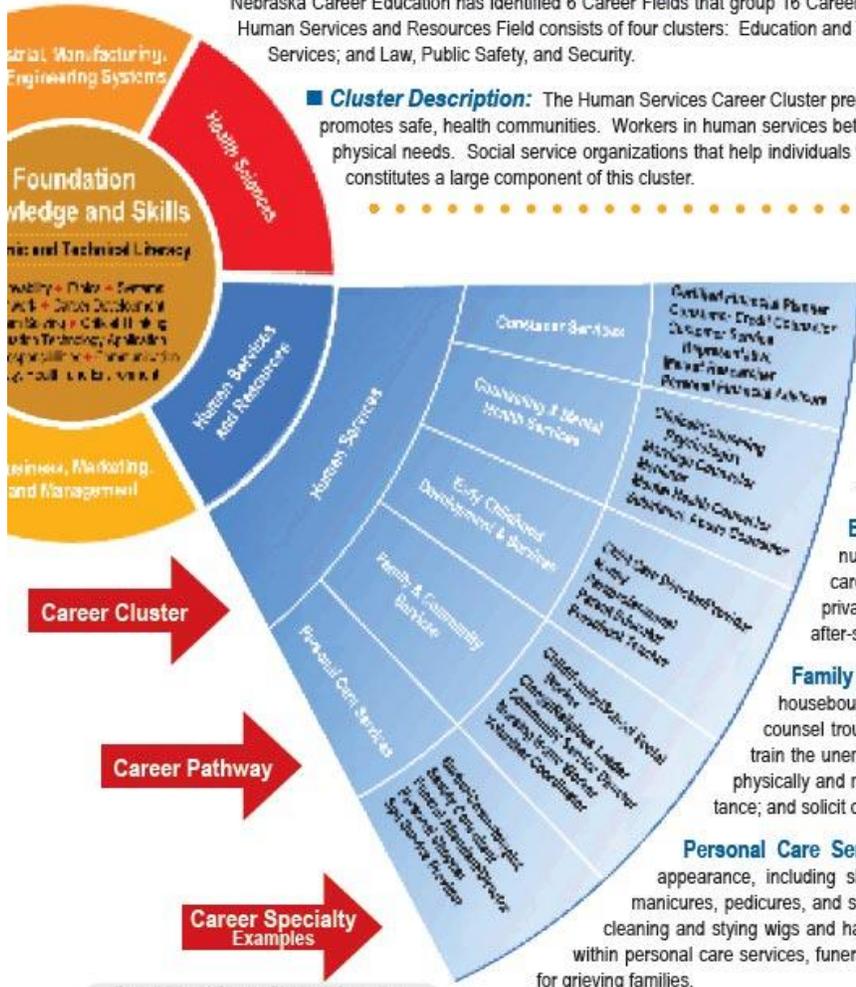
Consumer Services workers assist individuals with decisions and problems relating to finance, real estate, insurance, and consumer goods.

Counseling & Mental Health Services workers assist people with personal, family, education, mental health, and career decisions and problems. Mental health care may be provided in hospitals, clinics, schools, or private settings.

Early Childhood Development & Services workers nurture and teach children. They provide services in child-care centers, nursery schools, preschools, public schools, private households, family childcare homes, and before- and after-school programs.

Family & Community Services workers help the homeless, housebound, and infirmed cope with circumstances of daily living; counsel troubled and emotionally disturbed individuals; train or re-train the unemployed or underemployed; care for the elderly and the physically and mentally disabled; help the needy obtain financial assistance; and solicit contributions for various social services organizations.

Personal Care Services workers assist individuals with their personal appearance, including shampooing, cutting, coloring, and styling hair; giving manicures, pedicures, and scalp, and facial treatments; providing makeup analysis; cleaning and styling wigs and hairpieces; and providing personal fitness training. Also, within personal care services, funeral directors and attendants make funeral arrangements for grieving families.



For additional Career Cluster Information, visit: www.NebraskaCareerConnections.org.

Preparation for a Career in the Human Services Cluster Includes...

Rubric for PSA's

Directions: With your group write a Public Service Announcement that presents your assigned Pathway in the Human Services Cluster.

Description of a Public Service Announcement

A public service announcement (PSA) is a non-commercial "advertisement"—typically on radio or television, broadcast for the public good at no charge. Just like a paid advertisement, Public Service Announcements are used to inform and persuade the public about a certain topic. In this case your "topic" will be information and statistics about your assigned Pathway in the Human Services Cluster. Your job is to inform your audience about your assigned Pathway and persuade them to find out more about it and possibly look into careers in this pathway.

Required elements:

- "Hook" or attention getter as introduction
- Pathway clearly identified – including connection to cluster
- Include description of pathway, current statistics & sources (# employed in our state/nation/worldwide, openings available, etc.)
- Why you should learn more about this pathway or look into careers in the pathway
- Who to contact for more information or where to find more information
- Written for specified audience
- Neat & complete with appropriate punctuation & grammar – creates good flow or rhythm when read aloud

Our audience _____

Assigned Pathway _____

Hook/Attention Getter _____

Resources Used _____

Proofread by _____

Attach copy of final script to this sheet.

CATEGORY	4	3	2	1	Score
Required Elements	The PSA includes all required elements.	Missing only 1 of the elements.	Missing a couple of the elements.	Missing many of the necessary pieces for an effective PSA.	
“Hook” or Attention Getter	The introductory statement has a strong hook or appropriate attention grabber. This could be a strong statement, a relevant quotation, statistic, or question addressed to the audience.	The introductory statement has a hook or attention grabber, but it is weak, rambling or inappropriate for the audience.	The author has an interesting introductory statement but the connection to the topic is not clear.	The introductory statement is not interesting AND is not relevant to the topic.	
Content – Sources & Accuracy of Facts	At least 3 accurate facts/statistics are in the PSA. All sources used for quotes and facts are credible and cited correctly. All supportive facts are reported accurately.	2 accurate facts/statistics are in the PSA. All sources used for quotes and facts are credible and most are cited correctly. Almost all supportive facts are reported accurately.	1 accurate fact/statistic is in the PSA. Most sources used for quotes and facts are credible and cited correctly. Most supportive facts are reported accurately.	No accurate facts/statistics are in the PSA. Many sources used for quotes and facts are less than credible (suspect) and/or are not cited correctly. NO facts are reported OR most are inaccurately reported.	
Audience	Demonstrates a clear understanding of the potential reader and uses appropriate vocabulary and arguments. Anticipates reader's questions and provides thorough answers appropriate for that audience.	Demonstrates a general understanding of the potential reader and uses vocabulary and arguments appropriate for that audience.	Demonstrates some understanding of the potential reader and uses arguments appropriate for that audience.	It is not clear who the author is writing for.	
Grammar & Punctuation to create Flow & Rhythm	All sentences sound natural and are easy-on-the-ear when read aloud. Each sentence is clear and has an obvious emphasis.	Almost all sentences sound natural and are easy-on-the-ear when read aloud, but 1 or 2 are stiff and awkward or difficult to understand.	Most sentences sound natural and are easy-on-the-ear when read aloud, but several are stiff and awkward or are difficult to understand.	The sentences are difficult to read aloud because they sound awkward, are distractingly repetitive, or difficult to understand.	

Total Score _____

Students’ Comments/Reflection on Learning:

Teacher comments: