Peers as Partners in Learning – High School

Lesson Plan 1.4: Serving versus Helping

Approximate time to allow: 50-60 minutes

Unit

Fostering a Community Culture

Lesson

Serving versus Helping

Standards Supported in this Lesson	Rubric Essential Concepts
HE.912.C.2.2	Impact of Language

Essential Question

Why is this course based on the concept of service, rather than the concept of helping and fixing?

Learning Objectives

Students will:

- Illustrate the difference between serving, helping, fixing and how this relates to their service in the PPL program.
- Explain how their own perceptions about people with disabilities and the perceptions of others who interact with them impact student expectation and achievement.
- Apply their understanding of mutual learning to their service in the PPL program.

Technology/Materials

- https://www.youtube.com/watch?v=XsqI-BD2GMs- 17 Hours: Chris Nikic's Ironman Story
- Discussion Questions for Lesson 1.4 – 17 Hours
- Think- Pair-Share - Timer or stopwatch
- Read and Respond
  1. One copy per student or digital access to the article, In the Service of Life
  2. Distinguishing Between Serving, Helping, and Fixing graphic organizer
  3. Mind Map- Blank paper, markers, colored pencils, or technology for drawing; exemplar
  4. "In the Service of Life" Discussion Questions
  5. HS Journal Entry Prompts

Lesson Steps

1. Watch Video
   a. Purpose: To clarify students' attitudes about their own and others' perceptions of helping individuals with disabilities.
   b. Directions:
      i. Watch 17 Hours: Chris Nikic's Ironman Story.
      ii. Answer accompanying questions for video in digital format or print one copy for each student. Invite students to complete the questions with a partner. After students have shared their responses with a partner, the teacher calls the class back to the larger group and asks the students to identify any new revelations or shifts in their own thinking about students with differences. Students share out responses.
      iii. Access students' prevailing attitudes about "helping" people with disabilities by conducting a Think-Pair-Share Structure (partner share) or Think-Square-Pair (four people share). Directions:
         - Think- Give students independent think time about the question that has been posed, so they can compose their thoughts (As an option, students jot their ideas down).
         - Pair- Students form pairs or squares (four people) in preparation of sharing.
         - Share/Square- Students articulate their responses. Important: So that everyone has equal opportunity to talk, use a timer. Give each person 1 minute (or 45 seconds) to talk without interruption while other members listen. When the timer rings, switch to the next talker providing the same amount of time. Continue until all members of the group have shared.
         - As a wrap up, call on random pairs or squares to share with the whole group something they shared or heard in their group.

2. Read and Respond
   a. Purpose: Students will read with the intent of understanding the characteristics of "helping," "fixing," and "serving."
   b. Directions:
      i. Provide the article, In the Service of Life, by Rachel Naomi Remen.
      ii. Comprehension Check: Confirm students understand the passage by asking several text dependent, close reading questions:
         - According to the author, how is "serving" different from "helping"?
         - Share any details in the text to support the assertion that the speaker is a physician.
         - Share any details in the text to support the assertion that the speaker is a patient.
      iii. Select one of the following choice assignments below. Students can work together as a whole class, in small groups, or independently.
         - Create a common graphic organizer depicting the characteristics of "helping," "fixing" and "serving" (see graphic organizer in materials for an example).
         - Draw a "Mind Map" (see handout for an explanation; see sample for an exemplar).
            1. Start in the middle of a blank page, write or draw "Service."
            2. Develop related subtopics or examples around the central topic, service.
            3. Repeat the same process for subtopics, generating lower-level subtopics as you see applicable to connecting to the corresponding subtopic.
      iv. Conduct a discussion or have students answer "Sample Discussion Questions."

c. Students will develop a final summary statement presenting a justification for using serving as a primary focus of interaction. A sample summary statement is included in the Sample Discussion Questions document.

3. Reflections
   a. Purpose: To confirm commitment to service.
   b. Directions: Students and PPL teacher of record make a commitment to use the word SERVE when talking about their work with the students rather than HELP. For example, the student I serve has difficulty with auditory directions. Students discuss and reflect this commitment in the Reflection Journal assignment.

Assessments

Formative:
- Student responses to In the Service of Life.

Summative:
- Choice assignment from step 2 shows student understanding of "serving."
- Summary statement reflects commitment "service" as primary focus.
- Reflection Journal shows convincing persuasive argument for "service."

Considerations

- Allowing students time to process and talk as well as providing choice increases student engagement.
- A transcript of the video may be provided.
- Close captioning, a script, or interpreter may need to be provided for students with hearing challenges.
- Increased font size on handouts or braille format may be provided for students with visual needs.
- Technology may be used for students with writing difficulties or to provide choice.
- Handouts may be read aloud or technology text-to-speech option may be used.