

# PLANNING GUIDE FOR SERVICE LEARNING WITH CURRICULAR CONNECTION – TEACHER SAMPLE

Family and Consumer Sciences Course: Child Development		
Service Need: Comprehensive project to address bullying in K-12		
	Ideas	Curricular Connection
<b>L Look and Listen</b> <b>FCCLA</b> <ul style="list-style-type: none"> <li>Identify Concerns</li> <li>Set Your Goal</li> </ul>	Bullying Free Forever (BFF)	6) The student analyzes the growth and development of school-age children of diverse backgrounds, including those with special needs. The student is expected to: (A) analyze the physical, emotional, social, and intellectual needs of the school-age child;(B) analyze the role of the school environment on the growth and development of the school-age child;(C) analyze how individual and group identities are established and change over time to identify typical growth and development of the school-age child, such as brain development and social, emotional, and physical development
<b>E Examine Issues</b> <b>FCCLA</b> <ul style="list-style-type: none"> <li>Identify Concerns</li> <li>Set Your Goal</li> </ul>	<ul style="list-style-type: none"> <li>Cyber Bullying</li> <li>Physical Bullying</li> <li>Emotional Bullying</li> </ul>	
<b>A Agree to take action</b> <b>FCCLA</b> <ul style="list-style-type: none"> <li>Identify Concerns</li> <li>Set Your Goal</li> </ul>	<ul style="list-style-type: none"> <li>Work with Middle School/Junior High School students on bullying prevention</li> </ul>	
<b>E Execute the Plan</b> <b>FCCLA</b> <ul style="list-style-type: none"> <li>Form a Plan</li> <li>Act</li> </ul>	<ul style="list-style-type: none"> <li>Distribute survey in March</li> <li>Recruit other school or community organizations</li> <li>Secure administrative approval for public service announcements</li> <li>Work with middle school/junior high school students to formulate their bully free mission statement</li> <li>Conduct post-Bully Free Week survey and appraise results</li> </ul>	<ul style="list-style-type: none"> <li>Math – graph the results</li> </ul>
<b>R Review Outcomes</b> <b>FCCLA</b> <ul style="list-style-type: none"> <li>Follow Up</li> </ul>	<ul style="list-style-type: none"> <li>Discuss results with administration, teachers, counselors, parents, and participants</li> <li>Participate in group and individual reflection activities to process information</li> </ul>	<ul style="list-style-type: none"> <li>English/Language Arts</li> </ul>

<p><b>S</b> <b>Showcase Results</b></p> <p><b>FCCLA</b></p> <ul style="list-style-type: none"> <li>Follow Up (competitive event)</li> </ul>	<ul style="list-style-type: none"> <li>Write an article for the school or local newspaper</li> <li>Place video or pictures of the event on the school Web site</li> <li>Have student participants write comments about the week to place on the school Web site</li> <li>Present program to the Board of Trustees</li> <li>Have FCCLA members compete in a STAR event, such as Chapter Project; Illustrated Talk; STOP the Violence</li> </ul>	<ul style="list-style-type: none"> <li>English/Language Arts</li> </ul>
<p><b>Community/School Resources:</b></p>	<ul style="list-style-type: none"> <li>Student Council and other school organizations</li> <li>Girl Scouts</li> <li>Boy Scouts</li> <li>Local businesses</li> <li>Parents</li> </ul>	
<p><b>Suggested Readings:</b></p>	<p><i>Mr. Peabody's Apples</i> by Madonna; <i>If A Bus Could Talk: The Story of Rosa Parks</i> by Faith Ringgold; <i>Don't Laugh at Me</i> by Steve Seskin and Allen Shamblin; <i>Hey Little Ant</i> by Phillip and Hannah Hoose; <i>Nobody Knew What to Do: A Story About Bullying</i> by Becky Ray McCain; and <i>The Sissy Duckling</i> by Harvey Fierstein.</p>	