### 54. Human Services Cluster - Community Agencies Careers  (4 hours)

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| **Purpose/Abstract:** To introduce students to various community agencies careers. | |

**NCCCS Adult Education Standards:** R.3.2.4, W.5.2.4, M.5.2.6

**Learning Objective:**
*By the end of the session, students will be able to:*
- Utilize text features to identify important facts about careers within community agencies.
- Engage in a conversation with a visitor from a community agency office to explore their job responsibilities and how they contribute to the well-being of the community.
- Research and gather information about various roles in human services careers

| Soft Skills | teamwork, problem solving & critical thinking | Resources | Human Services - Overview \| Career Cluster/Industry Video Series<br>Human Services Careers \| Career Cluster/Industry Video Series<br><br>McDowell County Department of Social Services<br><br>21-1021.00 - Child, Family, and School Social Workers<br>21-2011.00 - Clergy<br>21-1094.00 - Community Health Workers<br>21-1091.00 - Health Education Specialists<br><br>Handouts:<br>Vocabulary Practice - one for each student<br>Soft Skills for Community Agency Careers - one for each student |
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**Additional Materials**
- Vocabulary Practice handout, one for each student
- Soft Skills for Community Agency Careers handout, one for each student
- Art supplies (glue, glitter, markers, paint, etc.)
- Pencils, paper, and scissors
- Computers for student use

| Icons | 🗩 Activity | ✔ Check-In | ↺ Review |
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## PREPARATION

- Watch the following videos and be prepared to explain them:
  - Human Services Overview | Career Cluster/Industry Video Series
  - Human Services Careers | Career Cluster/Industry Video Series
- Invite an employee from one of the community agencies to come and speak to the students about their tasks and responsibilities. Prepare a few questions to guide students during the interaction.
- Review the Instructional Support Guide and print/prepare referenced scaffolds.
- Print handouts.

- Familiarize yourself with O*NET
- Familiarize yourself with Skills to Pay the Bills, though it won't be used directly in this lesson.

## INTRODUCTION (30 min)

Welcome students to the class!

Inform students that this is the last lesson in the human services cluster.

Play Human Services - Overview and guide a discussion about the careers that students are already familiar with.

Play Human Services Careers to dive a little deeper into the skills, job outlook for these careers. Allow time for students to ask questions and guide a short discussion about the cluster and the job outlook.

Briefly explain the community agency careers that will be explored in this lesson and inform students that they will have a visitor come in and share a bit about their day-to-day tasks and responsibilities. .

Share the objectives of the lesson.

**Instructor Note:** Please note that you can refer to services found at McDowell County Department of Social Services.  Many students will be familiar with this office from having needed to use it so approach the support options with sensitivity and understanding.

## VOCABULARY, READING & WRITING (45 min)

Inform students they will work on a match-the-following activity with vocabulary related to community agencies careers. Distribute the Vocabulary Practice handout and allow 20 minutes for completion.

Review the terms and the definitions with the class and encourage a few students to make sentences with these words.

Distribute the Soft Skills for Community Agencies Careers handout to students. Allow time for students to read and be prepared for the class discussion on the text.

💬 REFLECTION (15 minutes)

✔ Ask the following questions and guide a discussion around the passage and the importance of the soft skills.
- *How do you think teamwork makes a difference in the careers of social workers, community health workers, and social and community service managers? Can you provide examples from the text or your own ideas?*
- *The text mentions that critical thinking involves evaluating different solutions and making choices. Can you think of a scenario where a social worker, community health worker, or service manager might need to choose between different strategies? How would critical thinking help them decide?*
- *Imagine you're a community health worker like Alex. You're trying to encourage more people in your community to eat healthier foods. How might you use teamwork, problem-solving, and critical thinking to create an effective plan? Share your ideas with the class.*

| Lower Level | Higher Level |
|---|---|
| Consider pairing students up for the vocabulary and reading activities. | Encourage students to come up with more real-life examples where those in these careers can demonstrate the soft skills. |

## MATHEMATICS (45 min)

Begin by reviewing the concept of division as an unknown-factor problem. In division, we know the total (dividend) and one part (divisor or quotient), and we need to find the missing part (the other factor). Give a simple example, like $24 \div 6 = ?$ This can be thought of as "What times 6 equals 24?"

Pair students up. Distribute pieces of paper to each pair. Instruct each pair to collaboratively write 5 division problems on their card. They should provide the dividend and the quotient, leaving the divisor blank (the unknown factor).

Pairs exchange their cards with another pair. Each pair will receive a card with division problems that the other pair has created. They then work together to solve the division problems they received.

Depending on the time available, encourage each pair to create division word problems for other pairs.

💬 REFLECTION (10 minutes)

✔ Invite pairs to share one interesting problem they received and how they worked together to solve it. Recap the activity and emphasize the connection between division as an unknown-factor problem and real-life situations.

| Lower Level | Higher Level |
|---|---|
| Pair students up with someone at their own level and try to provide support to individual pairs. | Encourage students to think about real-life applications of division in these professions and frame problems using them. |

## GROUP WORK  (75 min)

Inform students that this time will be used to interact with a visitor from one of the community agency offices.

Before the visitor arrives, direct students to write down questions they'd like to ask. Give them a few ideas of what they can ask about such as work hours, common tasks and responsibilities, challenges they face and how they use teamwork and problem solving skills in their role.

Encourage students to take notes during their interaction with the visitor.

💬 REFLECTION (15 minutes)

After the visitor leaves, guide a short discussion about what students learned and any open questions they still have.

## INDEPENDENT WORK TIME (30 min)

Share the following links with students and have them choose a role they'd like to research on.
Once they've read about the role, have students write a short summary of what they learned about the role, the skills and abilities required and the job outlook.

- [21-1021.00 - Child, Family, and School Social Workers](#)
- [21-2011.00 - Clergy](#)
- [21-1094.00 - Community Health Workers](#)
- [21-1091.00 - Health Education Specialists](#)

Encourage students to share their summaries with a partner. Walk around and check that all students are engaged in researching one of the listed roles.

## WRAP-UP & REFLECTION (15 min)

Ask students to share one thing they found interesting in this lesson.
Recap the objectives and key points of the lesson.

Distribute exit slips to students.
Ask for a few volunteers to share their reflections.
Collect and review the answers.

# Vocabulary Practice

**Directions:**
- Find the words listed below.

| Words | Definitions |
|---|---|
| Advocacy | Reaching out to the community to provide information, services, and resources, ensuring that people's needs are met |
| Counseling | Understanding and sharing the feelings and experiences of others, showing compassion and support. |
| Outreach | Providing guidance and support to individuals or families facing challenges, helping them cope and make informed decisions. |
| Client Assessment | Involving the community in decision-making, activities, and programs to create a sense of belonging and empowerment. |
| Community Engagement | Speaking up for the rights and needs of individuals or groups, working to ensure their voices are heard and respected. |
| Empathy | Evaluating the needs, strengths, and challenges of clients to develop tailored plans and interventions. |

# Soft Skills for Community Agency Careers

**Directions:**
- Read the passage below paying special attention to how the listed soft skills help in these careers.

In many careers that focus on helping others and making our communities better, there are three important skills that play a big role: teamwork, problem solving, and critical thinking. Let's take a closer look at how these skills are essential in some community agency careers.

**Child, Family, and School Social Workers:**
Imagine a social worker named Sarah. She works with families and children who need support. Teamwork is crucial for Sarah because she collaborates with teachers, doctors, and other professionals to create plans that help families thrive. When a problem arises, like a child struggling in school, Sarah uses problem-solving skills to figure out the best way to help. Critical thinking comes into play when she evaluates different solutions and chooses the one that will have the most positive impact.

**Community Health Workers:**
Meet Alex, a community health worker. His job is to promote healthy habits within the community. Teamwork is vital for Alex as he partners with local schools and organizations to spread awareness about healthy living. When faced with a challenge, like how to encourage more people to exercise, Alex uses problem-solving skills to come up with creative solutions. His critical thinking helps him analyze data to see which strategies are working best.

**Social and Community Service Managers:**
Emily is a social and community service manager who oversees programs that benefit the community. Teamwork is at the heart of her role, as she collaborates with different departments to ensure everything runs smoothly. When a program isn't reaching its goals, Emily uses problem-solving skills to identify the obstacles and find ways to overcome them. Her critical thinking guides her decisions, helping her choose the best strategies to make a positive impact.

## Reflection Exit Slip

In one sentence, describe what you learned in this lesson.

*Today, I learned* _____.

Is one of the careers discussed today of interest to you? Why or why not?

*I liked / did not like* _____ *career because*_____

_____.

Is there anything you still need help understanding?

What's one question you have?

Circle the emoji that shows how you feel about your mastery of content in this lesson.
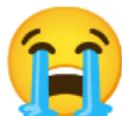
| Happy | Smart | Confused | Sad | Angry |