

Service-Learning Curriculum Unit Plan

Unit/Topic: Keyboarding	Grade Level: Fifth Grade
Service Idea: (Provide Description) Students will create blankets for the geriatric patients at Carson City Hospital.	
1. Content Standards/Grade Level Content Expectations: (Identify learning outcomes to be addressed) 3-5 TSE MI1.b b. Students are proficient in the use of technology.	
2. Students will understand that.... (What are the enduring understandings?) <ul style="list-style-type: none"> • Keyboarding is a life skill. • The internet is a good source of information. 	3. Essential Questions to Guide Learning & Inquiry: (Turn understandings into essential questions.) <ul style="list-style-type: none"> • How can I use my understanding of keyboarding to positively influence my community? • How can I use the internet as a resource to prompt me to positive solutions in my community?
4a. Students will know.... (What is the content knowledge focus?) <ul style="list-style-type: none"> • What a keyboard is • Where home row is located • How to open a(n) Open Office/Word Processing document • How to insert text • Create word art • How to edit word art 	4b. Students will be able to do.... (What are the skills?) <ul style="list-style-type: none"> • A weekly timed test. • A self-guided rubric (as a class) to assess their progress.
Assessment Evidence	
5a. Performance Task: (What will students do to demonstrate their learning?) Students will create blankets for Geriatric patients in the hospital.	5b. Other Assessment Evidence: (Describe formative/on-going/other summative assessments.) Rubrics are used for peers to critique themselves (as a class) in an effort to sharpen skills.
5a. Performance Criteria: (Provide checklists, rubrics, or criteria.) Rubrics are used for peers to critique themselves (as a class) in an effort to sharpen skills.	5b. Other Assessments Criteria: (Describe criteria for other assessments.) Completion of weekly timed tests (form of formative assessment) each time a test is passed, students will receive a sticker that will be put on a poster board indicating student success.

Learning Plan:

(Develop a series of lessons/learning activities.)

(Give enough detail for another teacher to follow.)

(Consider the 5 Components of Service-Learning: Investigation, Planning & Preparation, Action, Reflection, Demonstration of Results & Celebration.)

A. Steps for Students:

- Lead Activity (Introduce desired results, ask essential question, connect with student experience, begin **investigation & pre-reflection**)
- Student-centered learning steps (Detailed sequencing of lesson; specify formative assessment during practice and summative assessment in conclusion. Include **planning & preparation, action, & reflection**)
- Closure (Revisit enduring understanding/essential question. Include **reflection & demonstration of results & celebration**)

B. Notes for Teacher:

(What do you need to remember to do?)

- Talk to the area hospital and discuss if there is a need for geriatric blankets
- If so, discuss when a good time would be to deliver these blankets

C. Materials Needed:

- This is what I have figured to create fleece blankets (these specifications were given to me by those who have actually made fleece blankets).
- Scissors fit for cutting fleece, but safe for students.
- Fleece: 60" WIDE
- 1 yard is 36" wide
- Most is 4.44/yard when we talk about plain colors
- To tie off you use 8" (4" per side)
- \$2.92 per print yard
- \$2.22 per plain yard
- \$5.14 per blanket (for blanket of baby)
- For geriatric blanket
- we figure 1.5 yards
- \$7.71 for geriatric blanket
- Wal-Mart would accept tax exempt number on school leader letterhead
- Access to *Growing With Technology*, Grade 5, the red book

D. Approximate Time for Unit:

- The time for creating the blankets for a 4th grade class with several volunteers, can be as much as 90 minutes.
- The time to create funds (writing grants/scholarships) is up to individuals.
- This is designed for an on going keyboarding curriculum in a computer lab environment, meeting twice weekly.

- **E. Resources:**
- Fleece
- Measuring templates (cardboard patterns are sufficient)
- Computer stations and access to growing.course.com!
- *Growing With Technology* text books (Level 5)
- Shears for cutting fabric

Objectives for youth in this curriculum:

- Learn the value of teamwork
- Examine the value of patience
- Explore the strength of determination
- Learn from the past

Step 1) Read the book and see the movie

The Book: *Prince Caspian* by C.S. Lewis.

Lewis was an Irish author who lived and wrote during the early and mid 1900s. While he was a diverse writer, he is best known for his children's fantasy series, *The Chronicles of Narnia*—a series of seven books. There has been debate about the order in which the books should be read, as they were not published in chronological order. Predominantly, they are encouraged to be read today in the following order:

- *The Magician's Nephew*
- *The Lion, The Witch and The Wardrobe*
- *The Horse and His Boy*
- *Prince Caspian*
- *The Voyage of the Dawn Treader*
- *The Silver Chair*
- *The Last Battle*

The Movie: *Prince Caspian*, a Disney and Walden Media production, opens in theaters on May 16, 2008. It is rated PG.

Step 2) Participate in activities

Take part in meaningful discussions and activities about:

- The similarities and differences from the book to the big screen
- The asset of teamwork
- The value of patience
- Strength and determination
- Experiencing the past

Step 3) Take the Lead to Help Others

Engage in service projects within your community based on lessons learned in this curriculum, such as restoring something old and forgotten in your neighborhood just as the Pevensies help restore Narnia. Other project ideas are included throughout and a free, downloadable service-learning supplement is available to assist in the planning and managing of *Prince Caspian* service projects. Please visit www.youthFILMproject.org/resources.htm to download the supplement.

Lesson 1 of 5 Investigation & Pre-Reflection

F.I.L.M. Connection: Prince Caspian: *Becoming a Leader*

Keyboarding Connection: Understanding that Each Key has its Own Role in Keyboarding

Lesson Essential

Question(s):

- Why is there a need for older patient to have blankets in the hospital?
- Using the technical resources we have available, how can we learn more about this need, and what we can do to help them?
- Explain the home row keys and the insertion point and the function of the SPACE BAR and ENTER/RETURN key.
- What is the *insertion point*?
- What is the space bar used for?
- Which key tells the computer to move down one line?
- What keys make up the home row?
- Why is good posture important when using the computer?

Lesson Knowledge:

- There is a need for blankets for geriatric patients, as there are many who don't have enough money for purchase of a blanket to take their loved one home in.
- The World Wide Web is a resource to access information regarding needs of new born babies.
- The *home row keys* are the keys in the middle row of the keyboard where your hands rest when you type. They are A, S, D, F, J, K, L.
- The *insertion point* is the flashing line in a document that lets you know where your letters will appear on the screen.
- The *SPACE BAR* puts spaces between your words when you type.
- The *ENTER/RETURN key* tells the computer to move down one line.
- Ask students to name the keys that make up the home row: A, S, D, F, J, K, L.
- Posture provides better vision of the monitor and position of the hands for optimal keyboarding.

Key Terms: posture, geriatric

Lesson Skill(s)

- Discovering that everyone has unique strengths
- Managing through difficult situations
- Learning to give and take for the benefit of the team/group
- Students list and organize the need of blankets for geriatric patients in our area hospital.
- Students will be able to better recognize their own inspiration and determination to aide another human being
- Students will be able to better use their personal power as a resource to achieve their goals and dreams

1. Lesson Opener:

Using a Word Processing application, students will follow the steps outlined below:

1. Read aloud the *Chapter 2: Getting Started with Keyboarding Overview* to the students (page 66).
2. Hold up the keyboard for the students to see and ask:
3. What part of the computer am I holding up?
4. What is it used for?
5. This will be a review of information they learned in Lesson 1.2.
6. Once the review is over, instruct the students to read the Lesson 2.1 narrative independently. When they have finished reading the section, review vocabulary that may be new to them.
7. Review steps 1 through 8 with the students. Refer to the figures on pages 68 through 72. Instruct the students to complete the steps independently. Assist students who may have problems completing the steps.
8. The first time through each lesson, students probably will have difficulty completing each skill. To clear a computer screen of incorrect letters you have several options: You may highlight all of the text to be erased by clicking and dragging the mouse pointer over the text. Once the text is highlighted, press the DELETE key. Another option is to open a new, blank document by clicking File on the menu bar and then clicking New. Students should be allowed to repeat each lesson until they have mastered the skills.
9. If students are working in groups, they need to share the computer time. After one student has completed the activity, that student should delete their work and allow the next student in the group to attempt the activity.
10. Once students have completed the activity, shared computer time with the other members of their groups, and been assessed, instruct them to close the program. Students do not need to save their work since this is practice time.
11. Students will close the Word Processing application, and reflect on their remembrances of *Prince Caspian*.

2. Transition:

- Students learned about proper posture, finger positioning and typing mechanics in this lesson. Break the students into groups of three to four and have them brainstorm other activities that have specific rules or procedures. Possible answers:
 - Playing sports
 - Playing a musical instrument
 - Doing chores around the house
 - Tying your shoes
 - Keyboarding
 - Becoming a leader

3. Activity:

In groups of four, discuss the following questions about teamwork.

Discussion Questions

- No person or creature in the tale of *Prince Caspian* is too big or too small to play an important role in helping bring Old Narnia back to life. What are some of the roles you play everyday? Think about every role, big or small.

- Each creature has its own set of strengths, unique to its nature. How are Reepicheep and his fellow mice an asset to the battles? Discuss the unique assets of the different types of creatures and how they contribute to the winning outcome.
 - In the book, even though Whimbleweather the Giant made mistakes during the early battle the rest of the army forgave his faults. What were those mistakes?
 - How would you have managed working with Whimbleweather and his mistakes? How would you have tried to find the right place for him in battle so that he could contribute best using his unique strengths?
 - What “team” are you on in your life? What are those unique strengths you bring to your team(s)? What strengths do you bring to others?
 - Do you work better as a team or on your own? Why do you prefer one to the other?
 - Do you think that there are things that you can learn from others when you work with a team? Name some examples.
 - What are important skills when working with a team?
- Where do you see teamwork taking place in everyday life? Use the chart below to fill in people who are important to successful teamwork in everyday life.

4. Lesson Wrap-Up:

As a class, using a projected screen, use the chart below to prompt discussion. *(Keep this chart in a prominent place in the room, as future discussions may be prompted by this).*

Place	Team Members
Hospital	Nurses, Doctors...
School	
Basketball court	
Home	
Construction site	
Movie set	

5. Additional Lesson Notes:

If time allows, students may go to growing.course.com to practice keyboarding skills.

Lesson 2 of 5 Planning & Preparation, Action, & Reflection

F.I.L.M. Connection: Teamwork

Keyboard Connection: T, Y, B, N

Lesson Essential Question(s):

- Can students look at the keyboard (without the book) and locate the two SHIFT keys and the CAPS LOCK key?
- Can students tell what the SHIFT key and the CAPS LOCK key are used for?
- Can students explain how you use a toggle key

Lesson Knowledge:

- If you press the *SHIFT* key at the same time that you press a letter, the letter will be a capital.
- The *CAPS LOCK* key allows you to type in all capital letters.
- You press a *toggle* key to turn it on.
- A *toggle* key stays on until you press it again.

Lesson Skill(s):

- Students will be able to look at the keyboard (without the book) and locate the two SHIFT keys and the CAPS LOCK key.
- Students will know what the SHIFT key and the CAPS LOCK key are used for.
- Students will know if you press the *SHIFT* key at the same time that you press a letter; the letter will be a capital.
- Students will know *CAPS LOCK* key allows you to type in all capital letters.
- Students will be able to explain how you use a toggle key.
- Students will know you press a *toggle* key to turn it on.
- Students will know *toggle* key stays on until you press it again.

1. Lesson Opener:

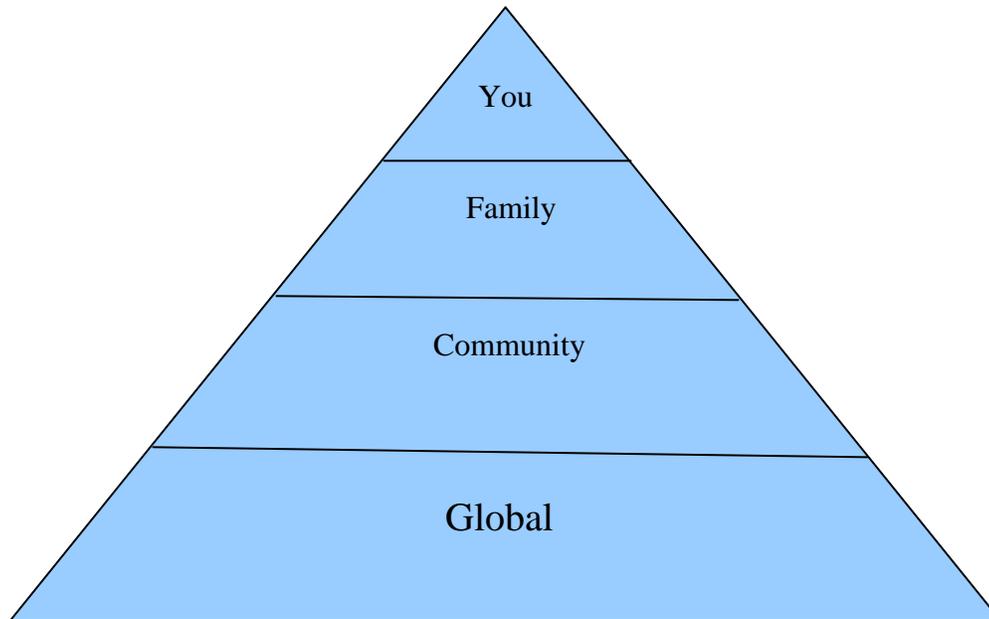
We are learning that being a leader, it's important to recognize and appreciate each person's uniqueness. So it is with keys on the keyboard. Alone, keys wouldn't accomplish much, but on the keyboard, working together, each key plays its role and keyboarding is a success.

2. Transition:

Note: students in a computer lab environment should be logged on, and opening a Word Processing application, to complete this task:

- Ask students to locate the two SHIFT keys and the CAPS LOCK key on the keyboard.
- Students should know what a capital letter is and the proper use of capital letters.
- Instruct the students to read the Lesson 2.6 narrative independently. When they have finished reading the section, review vocabulary that may be new to them. Be sure every student is able to locate these keys successfully.
- Refer the students to the keyboard on page 96.

- Review step 1 through 9 with the students. Refer to the figures on pages 97 through 102. Instruct the students to complete the step independently.



3. Activity:

Peter, Susan, Edmund and Lucy play different roles in *Prince Caspian*, depending on their setting. In England, where the story begins, they are mere children, while in Narnia they are high Kings and Queens. These roles are drastically different and yet the Pevensie siblings manage to fill both roles, although at times they struggle. Similarly, today's youth play a variety of roles.

Discussion Questions

- What are the different roles you play each day? Think about your interactions with your friends, family, teammates, etc.
- How are each of these roles different?
- Are there some roles you fill better than others? Why do you think this is so?
- How is each role you play important to helping you learn more about yourself?

Note: Document the discussion for future reflection discussion.

4. Lesson Wrap-Up:

Teamwork project: Divide the youth into teams to perform a group project together to be done right where you are. Think of a project they could perform for the next 15 – 30 minutes, such as cleaning up, organizing something, or creating a mural with chalk on the sidewalk of creatures from the movie. Assign different groups different tasks to complete the project. Talk about the result and how each contributed to the outcome.

Service Project Connection - Take Action: Encourage youth to utilize their unique strengths to team together and create a service project in the community. It can focus on the issues that are most important to the youth, whether it be cleaning up a local park or putting on a fundraiser for a special cause. The youth will be able to contribute in a particular role. For example, artists can make banners to publicize it, social youth can contact media, and mathematically minded youth can determine the budget.

5. Additional Lesson Notes:

- Be sure to have the class discussions jotted down in a prominent place for easy perusal (and further editing)
- Be sure the rubric is in eye shot for students to assess their keyboarding.

Lesson 3 of Planning & Preparation

F.I.L.M. Connection: Patience

Keyboarding Connection: Numeric Keypad

Lesson Essential Question(s):

- What fingers are used to type the t, y, b, and n keys?
- Are these keys on the home row? If not, where are they?

Lesson Knowledge:

- The pointer fingers are used to reach up to t and y.
- The pointer fingers are used to reach down to b and n.

Lesson Skill(s):

- Youth will compare and contrast experiences of story characters.
- Youth will be able to identify different points of view as well as reasons why they may be different.
- Youth will type their own scene based on ideas from *Prince Caspian*.

1. Lesson Opener:

The following is a group discussion.

Throughout *Prince Caspian* characters are confronted with difficult situations. Sometimes events do not happen as planned and sometimes events take a very long time to happen. In order to deal with these frustrations, many characters exhibit great patience.

Discussion Questions:

- What are some instances in the book and the movie in which the characters exhibit patience?
- How is patience exhibited in each instance?
- Who are some of the most patient characters in *Prince Caspian*? Why?
- What are some instances in which patience is required of you?
- Are you good at being a patient person? Are there ways in which you can become a more patient person? How?

2. Transition:

As we learn to keyboard, there are times when we are extremely challenged. It is easy to lose patience. Let's take a moment and practice patience with ourselves, and with others, for it is team work we are working towards.

3. Activity:

Note: Students should be opening Growing With Technology textbooks.

1. Ask the students to locate the numbers on the keyboard. Many keyboards have numbers in two places. Explain to the students that the number row on the keyboard also has symbols with the numbers. In this lesson, students will learn how to type numbers and symbols using the NUM lock key and the shift keys.
2. Refer the students to the figure on page 103.
3. Once every student has been able to locate the numbers and symbols successfully, instruct the students to read the Lesson 2.7 narrative independently. When they have finished reading the section, review vocabulary that may be new to them.
4. Review step 1 through 13 with the students. Refer to the figures on pages 104 through 111.

5. The first time through each lesson, students probably will have difficulty completing each skill. To clear a computer screen of incorrect letters you have several options: You may highlight all of the text to be erased by clicking and dragging the mouse pointer over the text. Once the text is highlighted, press the DELETE key. Another option is to open a new, blank document by clicking File on the menu bar and then clicking New. Students should be allowed to repeat each lesson until they have mastered the skills.
6. If students are working in groups, they need to share the computer time. After one student has completed the activity, that student should delete their work and allow the next student in the group to attempt the activity.
7. Once students have completed the activity, shared computer time with the other members of their groups, and been assessed, instruct them to close the program. They practiced this skill in Lesson 1.7. Students do not need to save their work since this is practice time

4. Lesson Wrap-Up:

Being patient is not an easy thing. It may especially be hard for us when we are around people. Tonight, when you're home alone, I invite you to visit some online keyboarding web sites that may help you test your skill, and practice your patience all at the same time.

5. Additional Lesson Notes:

Good sites for 5th graders (these are all FREE online applications):

- <http://gamequarium.com/alphattack/alphattack.htm>
- http://www.customtyping.com/goalie_demo.htm
- <http://www.brentsplanet.com/tie-p%20fighter.html>

Lesson 4 of 5 Action and Reflection
F.I.L.M. Connection: Strength and Determination
Keyboarding Connection: Typing Capital Letters

<p>Lesson Essential Question(s):</p> <ul style="list-style-type: none"> • Can students look at the keyboard (without the book) and locate the two SHIFT keys and the CAPS LOCK key? • Can students tell what the SHIFT key and the CAPS LOCK key are used for? • Can students explain how you use a toggle key? 	<p>Lesson Knowledge:</p> <ul style="list-style-type: none"> • If you press the <i>SHIFT</i> key at the same time that you press a letter, the letter will be a capital. • The <i>CAPS LOCK</i> key allows you to type in all capital letters. • You press a <i>toggle key</i> to turn it on. • A <i>toggle key</i> stays on until you press it again. <p>Key Terms: confiding</p>	<p>Lesson Skill(s):</p> <ul style="list-style-type: none"> • Students will be able to look at the keyboard (without the book) and locate the two SHIFT keys and the CAPS LOCK key. • Students will know what the SHIFT key and the CAPS LOCK key are used for. • Students will know if you press the <i>SHIFT</i> key at the same time that you press a letter; the letter will be a capital. • Students will know <i>CAPS LOCK</i> key allows you to type in all capital letters. • Students will be able to explain how you use a toggle key. • Students will know you press a <i>toggle key</i> to turn it on. • Students will know <i>toggle key</i> stays on until you press it again.
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1. Lesson Opener:
The *toggle key* is something that we can turn on and turn off. However, when we see someone in need (even older people at the hospital), we need to keep our “caring 'key' on.” But, how do we know what strengths we have to do this?
After we do some keyboarding, we’re going to find strengths.

2. Transition:
Open *Growing With Technology*, level 5. Follow the directions below:

- Ask students to locate the two SHIFT keys and the CAPS LOCK key on the keyboard.
- Students should know what a capital letter is and the proper use of capital letters.
- Instruct the students to read the Lesson 2.6 narrative independently. When they have finished reading the section, review vocabulary that may be new to them. Be sure every student is able to locate these keys successfully.
- Refer the students to the keyboard on page 96.
- Review step 1 through 9 with the students. Refer to the figures on pages 97 through 102.

Instruct the students to complete the step independently.

- If students are working in groups, they need to share the computer time. After one student has completed the activity, that student should delete their work and allow the next student in the group to attempt the activity.
- Once students have completed the activity, shared computer time with the other members of their groups, and been assessed, instruct them to close the program. Students do not need to save their work since this is practice time.

3. Activity:

With the computer stations off, complete the following activity as a group. *(Doing this activity on a projected screen, works best, to prompt discussion.)*

In *The Lion, the Witch and the Wardrobe*, Peter, Susan and Lucy were given Christmas gifts from Aslan that aligned with their strengths and personalities. When they return to Narnia in *Prince Caspian*, these gifts are still there and they use them once again. Susan was given a bow and arrows and a horn with which to call for help. Peter was given a shield and sword, and Lucy was given a crystal bottle of a magical solution that heals wounds. Already a good archer, the bow and arrow helped Susan to become a greater warrior. The sword and shield offered Peter greater power and strength as he became the High King of Narnia. And Lucy, younger and smaller than her siblings was given the unique ability to heal wounds with her magical solution.

Use the table below to help think about your strengths and weaknesses and determine what special gift you would like to have. These special gifts can be anything you imagine, not just those special gifts that Peter, Susan and Lucy received from Aslan. Have fun and be creative!

Situation	Gift	Why?
Battle in a Narnian war		
Lost in Narnia		
A difficult test at school		
A sports match		
Playtime with friends		
Add your own situations		

4. Lesson Wrap-Up:

Follow-up Questions:

- Do you think Peter, Susan and Lucy needed these physical gifts to defeat King Miraz or were the gifts of their personalities and character more important?
- What about “gifts” in your own life? How can you overcome difficult situations on your own?
- What would be your ideal “gift?” What talent or trait would you most like to have?

5. Additional Lesson Notes:

For further keyboarding skills, students can visit: www.growing.course.com

Lesson 5 of Reflection & Demonstration of Results & Celebration
F.I.L.M. Connection *Prince Caspian* POST PROGRAM EVALUATION
Keyboarding Connection: Completion of Task/Goal

Lesson Essential Question(s):	Lesson Knowledge:	Lesson Skill(s)
<ul style="list-style-type: none"> • Are my “cuts” all the same length? • Am I following directions? • Are my “ties” uniform? 	<ul style="list-style-type: none"> • Students will cut fleece at a designated length outlined for them by a cardboard template. • Students will follow specifications for creating their geriatric blanket. • Blankets will demonstrate if their creator(s) tied off their blanket in a uniform fashion. 	<ul style="list-style-type: none"> • Students will use scissors to cut fleece in a designated format. • Students will follow directions. • Students will tie blanket in a uniform fashion.

1. Lesson Opener:
Note: Prior to this lesson, facilitator will need to have purchased fleece, and scissors. A 2 ½ x 2 inch card board piece should be laid out for each blanket's creators to measure their ties by. Volunteers are always a great attribute to just such a project. Facilitators should have thank you cards ready for students to sign, and mail to volunteers at a later date.

1. Pair up students (two students per blanket works best).
2. Each pair need only one pair of scissors.
3. Each pair will need a 2 ½ x 2 inch card board template to measure each tie that they cut.

2. Transition:

1. One team mate will cut, the other will tie.
2. Team mates can switch job when they tire of one job.
3. Desks and classroom furniture will need to be moved to allow room for blanket creation.

3. Activity:

1. Each blanket should take about 90 minutes to complete.
2. If time allows, students might include a brief note of greetings to the baby that the blankets goes to (i.e. 'this blanket comes with best wishes from fourth graders:_____ and_____)

4. Lesson Wrap-Up:

1. Collect finished blankets
2. Students need to sign the thank you cards for volunteers, sharing their appreciation of time and work afforded by volunteers.
3. As a class, review the rubric and discuss where improvements have been made, and which need to be addressed.

5. Additional Lesson Notes:

Dear Facilitator,

Please take a few moments to answer the questions in the evaluation for the *Prince Caspian: Becoming a Leader* curriculum at www.youthFILMproject.org/evaluations. We value your feedback, and your comments and stories can help inspire others and keep the FILM Project alive.

Please visit www.youthFILMproject.org/evaluations at the completion of this curriculum and tell us what you think. You can also send your stories to FILMinfo@trulymovingpictures.org.

Thank you for your support!