

Crawford Central School District
Meadville Area Senior High School
MASH Caring Closet with Community Outreach

9-12

Course Description:

The Caring Closet is a donation-based organization that helps students who are in need. The Caring Closet offers clothing for all seasons. Students who need any of these items are directed to the Caring Closet, where they can enjoy a shopping experience without any expense.

The Caring Cupboard provides students with food that is in desperate need basis. This is often one of the only sources of food that students have over the weekend.

The toiletries program, feminine hygiene, laundry service or the Laundry Basket, is the third branch of the course.

This course is designed to help high school students develop essential social skills while actively contributing to their community by addressing the basic needs of clothing, food, and laundry. Through practical experiences, students will learn the value of empathy, communication, teamwork, and problem-solving.

Unit Title: Introduction to The Closet and Community Engagement
Time: 2 Weeks

Connections: PA Social Studies, Family and Consumer Sciences, and Health Standards
Resources/Activities: Signed Confidentiality Contract

Concept	Competencies	Vocabulary	Standards
Understanding the importance of social skills	<p>Students will identify and distinguish key components of social skills, such as active listening, empathy, non-verbal communication, and conflict resolution, demonstrating an understanding of the multifaceted nature of social interactions.</p> <p>Students will analyze and discuss the impact of social skills on personal and professional relationships, recognizing how effective social skills contribute to positive communication, collaboration, and overall well-being.</p> <p>Students will demonstrate the ability to apply social skills in diverse settings, including academic environments, workplace scenarios, and personal relationships, showcasing adaptability and situational awareness.</p>	<p>Empathy</p> <p>Organization</p> <p>Teamwork</p> <p>Critical thinking</p> <p>Patience</p> <p>Motivation</p> <p>Work ethic</p> <p>Decision making</p>	<p>5.1.9.A</p> <p>5.1.9.C</p> <p>5.2.9.B</p> <p>5.2.9.C</p> <p>6.1.9.A</p> <p>6.1.9.B</p> <p>6.1.9.D</p> <p>6.3.9.A</p> <p>6.5.9.A</p> <p>6.5.9.G</p> <p>11.1.9.G</p> <p>11.2.9.G</p> <p>11.2.9.H</p> <p>10.2.9.D</p> <p>10.4.9.B</p>
Identifying student needs	<p>Empathy Development: Students will demonstrate an understanding of empathy by actively listening to others and recognizing and acknowledging their emotions and perspectives.</p> <p>Effective Communication: Students will practice clear and respectful communication to inquire about the well-being of others, ask open-ended questions, and express genuine interest in their concerns.</p> <p>Collaboration and Teamwork: Students will engage in collaborative activities and projects that require them to work closely with others, fostering an understanding of</p>	<p>Empathy</p> <p>Organization</p> <p>Teamwork</p> <p>Critical thinking</p> <p>Patience</p> <p>Motivation</p> <p>Work ethic</p> <p>Decision making</p>	<p>5.1.9.A</p> <p>5.1.9.C</p> <p>5.2.9.B</p> <p>5.2.9.C</p> <p>6.1.9.A</p> <p>6.1.9.B</p> <p>6.1.9.D</p> <p>6.3.9.A</p> <p>6.5.9.A</p> <p>6.5.9.G</p> <p>11.1.9.G</p> <p>11.2.9.G</p> <p>11.2.9.H</p> <p>10.2.9.D</p> <p>10.4.9.B</p>

	individual strengths, weaknesses, and needs within a team context.		
Introduction to empathy and active listening	<p>Students will be able to demonstrate active listening by summarizing and paraphrasing information to show understanding during conversations.</p> <p>Students will learn to utilize non-verbal cues, such as maintaining eye contact, nodding, and appropriate facial expressions, to signal their engagement and attentiveness while listening.</p> <p>Students will develop the ability to ask thoughtful and clarifying questions to ensure a deeper understanding of the speaker's message and to show active participation in the conversation.</p>	<p>Empathy</p> <p>Organization</p> <p>Teamwork</p> <p>Critical thinking</p> <p>Patience</p> <p>Motivation</p> <p>Work ethic</p> <p>Decision making</p>	<p>5.1.9.A</p> <p>5.1.9.C</p> <p>5.2.9.B</p> <p>5.2.9.C</p> <p>6.1.9.A</p> <p>6.1.9.B</p> <p>6.1.9.D</p> <p>6.3.9.A</p> <p>6.5.9.A</p> <p>6.5.9.G</p> <p>11.1.9.G</p> <p>11.2.9.G</p> <p>11.2.9.H</p> <p>10.2.9.D</p> <p>10.4.9.B</p>

Unit Title: Effective Communication

Time: 2 Weeks

Connections: PA Social Studies, Family and Consumer Sciences, and Health Standards

Resources/Activities: Class participation and engagement, Group project contributions, Reflective journals or essays, and Peer and self-assessments

Concept	Competencies	Vocabulary	Standards
Verbal and Non-Verbal Communication	<p>Students should be able to express their ideas and thoughts clearly and concisely using appropriate vocabulary and language structures.</p> <p>Students will demonstrate the ability to comprehend and respond appropriately to spoken information from various sources.</p> <p>Students will gain an understanding of the impact of body language on communication and develop the ability to interpret and use nonverbal cues effectively.</p> <p>Students should be able to recognize and use facial expressions and gestures to enhance their communication, conveying emotions and emphasis appropriately.</p> <p>Develop the skill of maintaining appropriate eye contact to convey sincerity, interest, and engagement in various communication situations.</p>	<p>Positive attitude</p> <p>Patience</p>	<p>5.1.9.A</p> <p>5.1.9.C</p> <p>5.2.9.B</p> <p>5.2.9.C</p> <p>6.1.9.A</p> <p>6.1.9.B</p> <p>6.1.9.D</p> <p>6.3.9.A</p> <p>6.5.9.A</p> <p>6.5.9.G</p> <p>11.1.9.G</p> <p>11.2.9.G</p> <p>11.2.9.H</p> <p>10.2.9.D</p> <p>10.4.9.B</p>
Writing thank you notes	<p>Clearly express gratitude for the specific gift, favor, or kindness received.</p> <p>Encourage a professional tone and language in the thank-you note, regardless of the relationship with the recipient.</p> <p>Reinforce proper grammar, punctuation, and spelling to ensure the note is well-written and polished.</p>	<p>Gratefulness</p>	<p>5.1.9.A</p> <p>5.1.9.C</p> <p>5.2.9.B</p> <p>5.2.9.C</p> <p>6.1.9.A</p> <p>6.1.9.B</p> <p>6.1.9.D</p> <p>6.3.9.A</p> <p>6.5.9.A</p> <p>6.5.9.G</p> <p>11.1.9.G</p> <p>11.2.9.G</p>

	Emphasize the importance of sending thank-you notes promptly after receiving a gift or favor to show appreciation in a timely manner.		11.2.9.H 10.2.9.D 10.4.9.B
Poster Making and Advertisement	<p>By the end of the lesson, students will be able to design a visually appealing poster that effectively communicates a specific message or concept.</p> <p>Students will demonstrate an understanding of the principles of graphic design, including balance, contrast, and unity, in their poster creations.</p> <p>Upon completion of the assignment, students will be able to select and apply appropriate color schemes to evoke specific emotions or convey themes in their posters.</p> <p>Students will gain proficiency in using multimedia tools and platforms to create dynamic and engaging advertisements, including visuals, audio, and text.</p>	Creativity Attention to detail	5.1.9.A 5.1.9.C 5.2.9.B 5.2.9.C 6.1.9.A 6.1.9.B 6.1.9.D 6.3.9.A 6.5.9.A 6.5.9.G 11.1.9.G 11.2.9.G 11.2.9.H 10.2.9.D 10.4.9. B

Unit Title: Teamwork and Collaboration

Time: 2 Weeks

Connections: PA Social Studies, Family and Consumer Sciences, and Health Standards

Resources/Activities: Class participation and engagement, Group project contributions, Reflective journals or essays, and Peer and self-assessments

Concept	Competencies	Vocabulary	Standards
Team-building activities	<p>Students will demonstrate the ability to effectively collaborate with diverse team members, utilizing active listening and clear communication to achieve common goals.</p> <p>Students will develop strategies for identifying and addressing conflicts within a team, fostering a positive and constructive team environment.</p> <p>Students will be able to distribute tasks among team members based on individual strengths and skills, effectively managing time to meet project deadlines.</p> <p>Students will acquire problem-solving skills within a team context, demonstrating the ability to analyze challenges, generate creative solutions, and make informed decisions collaboratively.</p> <p>Students will develop the ability to adapt to changing circumstances and adjust team strategies, accordingly, demonstrating flexibility in response to unexpected challenges.</p>	<p>Collaboration</p> <p>Initiative</p> <p>Organization</p> <p>Teamwork</p>	<p>5.1.9.A</p> <p>5.1.9.C</p> <p>5.2.9.B</p> <p>5.2.9.C</p> <p>6.1.9.A</p> <p>6.1.9.B</p> <p>6.1.9.D</p> <p>6.3.9.A</p> <p>6.5.9.A</p> <p>6.5.9.G</p> <p>11.1.9.G</p> <p>11.2.9.G</p> <p>11.2.9.H</p> <p>10.2.9.D</p> <p>10.4.9.B</p>
Group Projects	<p>Students will demonstrate the ability to effectively collaborate with diverse team members, utilizing active listening and clear communication to achieve common goals.</p> <p>Students will develop strategies for</p>	<p>Collaboration</p> <p>Initiative</p>	<p>5.1.9.A</p> <p>5.1.9.C</p> <p>5.2.9.B</p> <p>5.2.9.C</p> <p>6.1.9.A</p> <p>6.1.9.B</p> <p>6.1.9.D</p>

	<p>identifying and addressing conflicts within a team, fostering a positive and constructive team environment.</p> <p>Students will be able to distribute tasks among team members based on individual strengths and skills, effectively managing time to meet project deadlines.</p> <p>Students will acquire problem-solving skills within a team context, demonstrating the ability to analyze challenges, generate creative solutions, and make informed decisions collaboratively.</p> <p>Students will develop the ability to adapt to changing circumstances and adjust team strategies, accordingly, demonstrating flexibility in response to unexpected challenges.</p>		<p>6.3.9.A 6.5.9.A 6.5.9.G 11.1.9.G 11.2.9.G 11.2.9.H 10.2.9.D 10.4.9.B</p>
Conflict resolution strategies	<p>Develop an awareness of personal and interpersonal factors contributing to conflicts.</p> <p>Demonstrate the ability to communicate clearly and assertively.</p> <p>Learn the principles of negotiation and compromise.</p> <p>Develop skills to find mutually acceptable solutions.</p> <p>Explore different conflict resolution models (e.g., win-win, win-lose, compromise).</p> <p>Apply appropriate conflict resolution models to various situations.</p> <p>Develop critical thinking and problem-solving skills in the context of conflict resolution.</p>	Collaboration Initiative	<p>5.1.9.A 5.1.9.C 5.2.9.B 5.2.9.C 6.1.9.A 6.1.9.B 6.1.9.D 6.3.9.A 6.5.9.A 6.5.9.G 11.1.9.G 11.2.9.G 11.2.9.H 10.2.9.D 10.4.9.B</p>

Unit Title:	Problem-Solving and Critical Thinking
Time:	2 Weeks
Connections:	PA Social Studies, Family and Consumer Sciences, and Health Standards
Resources/Activities:	Class participation and engagement, Group project contributions, Reflective journals or essays, and Peer and self-assessments

Concept	Competencies	Vocabulary	Standards
Identifying community needs	<p>Students will be able to differentiate between individual needs and community-level needs, recognizing the interconnectedness of various factors that influence the overall health and resilience of a community.</p> <p>Students will apply critical thinking skills to prioritize identified community needs based on urgency, impact, and feasibility, fostering the ability to make informed decisions and allocate resources effectively.</p> <p>Students will engage in collaborative efforts with community members, organizations, and stakeholders to validate and refine their understanding of community needs, ensuring a participatory and inclusive approach to the assessment process.</p>	<p>Critical thinking Resourcefulness Critical thinking Management Patience Conflict management</p>	<p>5.1.9.A 5.1.9.C 5.2.9.B 5.2.9.C 6.1.9.A 6.1.9.B 6.1.9.D 6.3.9.A 6.5.9.A 6.5.9.G 11.1.9.G 11.2.9.G 11.2.9.H 10.2.9.D 10.4.9.B</p>
Brainstorming solutions	<p>Students will develop the ability to generate a diverse range of potential solutions to a given problem through individual and group brainstorming sessions.</p> <p>Students will apply critical thinking skills to evaluate and prioritize brainstormed solutions based on feasibility, effectiveness, and alignment with the defined problem or challenge.</p>	<p>Resourcefulness Critical thinking Management Patience Conflict management</p>	<p>5.1.9.A 5.1.9.C 5.2.9.B 5.2.9.C 6.1.9.A 6.1.9.B 6.1.9.D 6.3.9.A 6.5.9.A 6.5.9.G 11.1.9.G 11.2.9.G 11.2.9.H</p>

			10.2.9.D 10.4.9.B
Developing a project plan	<p>Students will be able to demonstrate a comprehensive understanding of the key components of project planning, including defining project scope, objectives, and deliverables.</p> <p>Students will develop the skills to conduct a thorough project analysis, identifying potential risks, constraints, and resource requirements that may impact the successful execution of a project.</p> <p>Students will apply critical thinking to assess and prioritize project tasks, recognizing dependencies and establishing logical sequencing to optimize workflow and project efficiency.</p>	Resourcefulness Critical thinking Management Patience Conflict management	5.1.9.A 5.1.9.C 5.2.9.B 5.2.9.C 6.1.9.A 6.1.9.B 6.1.9.D 6.3.9.A 6.5.9.A 6.5.9.G 11.1.9.G 11.2.9.G 11.2.9.H 10.2.9.D 10.4.9.B

Unit Title: Donation Processing – Both Food and Clothing

Time: 2 Weeks

Connections: PA Social Studies, Family and Consumer Sciences, and Health Standards

Resources/Activities: Clothing and Food bag donations and purchases

Concept	Competencies	Vocabulary	Standards
Organizing donations	<p>Students will develop effective communication skills to articulate the purpose and goals of donation drives, fostering engagement and support from potential donors.</p> <p>Students will demonstrate proficiency in creating and implementing organized systems for collecting, sorting, and storing donated items, ensuring efficiency and ease of distribution.</p> <p>Students will develop teamwork and leadership skills by collaborating with peers, volunteers, and community members in the planning and execution of donation events and drives.</p> <p>Students will gain an understanding of the logistical considerations involved in organizing donations, including transportation, storage, and distribution, to ensure a smooth and effective donation process.</p>	<p>Resourcefulness</p> <p>Critical thinking</p> <p>Management</p> <p>Patience</p> <p>Motivation</p> <p>Work Ethic</p> <p>Decision making</p>	<p>5.1.9.A</p> <p>5.1.9.C</p> <p>5.2.9.B</p> <p>5.2.9.C</p> <p>6.1.9.A</p> <p>6.1.9.B</p> <p>6.1.9.D</p> <p>6.3.9.A</p> <p>6.5.9.A</p> <p>6.5.9.G</p> <p>11.1.9.G</p> <p>11.2.9.G</p> <p>11.2.9.H</p> <p>10.2.9.D</p> <p>10.4.9.B</p>
Collecting, sorting, and distributing clothing	<p>Students will develop effective communication skills to articulate the purpose and goals of donation drives, fostering engagement and support from potential donors.</p> <p>Students will demonstrate proficiency in creating and implementing organized systems for collecting, sorting, and storing donated items, ensuring efficiency and ease of distribution.</p> <p>Students will develop teamwork and leadership skills by collaborating with</p>	<p>Resourcefulness</p> <p>Critical thinking</p> <p>Management</p> <p>Patience</p> <p>Motivation</p> <p>Work Ethic</p> <p>Decision making</p>	<p>5.1.9.A</p> <p>5.1.9.C</p> <p>5.2.9.B</p> <p>5.2.9.C</p> <p>6.1.9.A</p> <p>6.1.9.B</p> <p>6.1.9.D</p> <p>6.3.9.A</p> <p>6.5.9.A</p> <p>6.5.9.G</p> <p>11.1.9.G</p> <p>11.2.9.G</p> <p>11.2.9.H</p> <p>10.2.9.D</p>

	<p>peers, volunteers, and community members in the planning and execution of donation events and drives.</p> <p>Students will gain an understanding of the logistical considerations involved in organizing donations, including transportation, storage, and distribution, to ensure a smooth and effective donation process.</p>		10.4.9.B
Reflecting on the experience	<p>Students will develop the ability to engage in self-reflection by regularly assessing their own strengths, weaknesses, values, and beliefs.</p> <p>Students will demonstrate proficiency in setting personal and academic goals through self-reflection, aligning their aspirations with their values and interests.</p> <p>Students will cultivate a heightened self-awareness, recognizing and understanding their emotions, motivations, and reactions to various situations.</p>	<p>Resourcefulness</p> <p>Critical thinking</p> <p>Management</p> <p>Patience</p> <p>Motivation</p> <p>Work Ethic</p> <p>Decision making</p>	<p>5.1.9.A</p> <p>5.1.9.C</p> <p>5.2.9.B</p> <p>5.2.9.C</p> <p>6.1.9.A</p> <p>6.1.9.B</p> <p>6.1.9.D</p> <p>6.3.9.A</p> <p>6.5.9.A</p> <p>6.5.9.G</p> <p>11.1.9.G</p> <p>11.2.9.G</p> <p>11.2.9.H</p> <p>10.2.9.D</p> <p>10.4.9.B</p>

Unit Title: Food Drive / Grocery Shopping for Weekly food Bags/ Packing and Delivery of Weekly Food Bags

Time: 2 Weeks

Connections: PA Social Studies, Family and Consumer Sciences, and Health Standards

Resources/Activities: Clothing and Food bag donations and purchases

Concept	Competencies	Vocabulary	Standards
Planning a food drive campaign	<p>Students will gain a comprehensive understanding of the principles and objectives of organizing a food drive campaign, including the importance of addressing food insecurity, ethical considerations, and the impact of hunger on communities.</p> <p>Students will develop effective communication and advocacy skills to promote the food drive campaign, creating awareness, and encouraging participation among the school community and beyond.</p> <p>Students will demonstrate proficiency in organizing and executing the logistics of a food drive, including planning collection points, coordinating volunteers, and establishing clear guidelines for acceptable donations.</p>	charity empathy organization dependability attention to detail resourcefulness	5.1.9.A 5.1.9.C 5.2.9.B 5.2.9.C 6.1.9.A 6.1.9.B 6.1.9.D 6.3.9.A 6.5.9.A 6.5.9.G 11.1.9.G 11.2.9.G 11.2.9.H 10.2.9.D 10.4.9.B
Collecting and distributing food to those in need	<p>Students will develop effective communication skills to interact with individuals receiving food assistance, fostering a respectful and empathetic approach that considers the dignity and preferences of recipients.</p> <p>Students will demonstrate proficiency in organizing and implementing the logistics of food distribution, including planning distribution sites, coordinating volunteer efforts, and ensuring a smooth and orderly process.</p> <p>Students will apply critical thinking skills to assess the nutritional needs of</p>	resourcefulness dependability charity empathy organization attention to detail	5.1.9.A 5.1.9.C 5.2.9.B 5.2.9.C 6.1.9.A 6.1.9.B 6.1.9.D 6.3.9.A 6.5.9.A 6.5.9.G 11.1.9.G 11.2.9.G 11.2.9.H 10.2.9.D 10.4.9.B

	recipients, ensuring that the distributed food items align with dietary requirements and cater to diverse preferences and dietary restrictions.		
Planning an Instacart shopping cart for the semester	<p>Create a realistic budget for the shopping trip based on the identified needs of the community.</p> <p>Learn to prioritize essential items within budget constraints.</p> <p>Select food items that align with a balanced and nutritious diet.</p> <p>Develop skills in estimating quantities of food needed to support a predetermined number of individuals.</p> <p>Consider factors such as shelf life, storage requirements, and nutritional content when estimating quantities.</p> <p>Explore cost-effective shopping strategies, such as comparing prices, utilizing discounts, and buying in bulk.</p> <p>Demonstrate the ability to make informed decisions when selecting products based on value and quality.</p>	<p>time management</p> <p>precision</p> <p>future preparation</p> <p>decision making</p> <p>self-motivation</p> <p>financial management</p>	<p>5.1.9.A</p> <p>5.1.9.C</p> <p>5.2.9.B</p> <p>5.2.9.C</p> <p>6.1.9.A</p> <p>6.1.9.B</p> <p>6.1.9.D</p> <p>6.3.9.A</p> <p>6.5.9.A</p> <p>6.5.9.G</p> <p>11.1.9.G</p> <p>11.2.9.G</p> <p>11.2.9.H</p> <p>10.2.9.D</p> <p>10.4.9.B</p>
Rotating groceries by expiration date	<p>Understand the importance of minimizing food waste and selecting products with longer shelf lives.</p> <p>Adjust plans and decisions based on real-time information and unexpected situations.</p>	<p>time management</p> <p>precision</p> <p>future preparation</p> <p>decision making</p> <p>self-motivation</p> <p>financial management</p>	<p>5.1.9.A</p> <p>5.1.9.C</p> <p>5.2.9.B</p> <p>5.2.9.C</p> <p>6.1.9.A</p> <p>6.1.9.B</p> <p>6.1.9.D</p> <p>6.3.9.A</p> <p>6.5.9.A</p> <p>6.5.9.G</p> <p>11.1.9.G</p> <p>11.2.9.G</p> <p>11.2.9.H</p> <p>10.2.9.D</p>

			10.4.9.B
Learning about food insecurity issues	Students will analyze and identify the root causes of food insecurity, considering economic, social, political, and environmental factors that contribute to inadequate access to sufficient, safe, and nutritious food.	access hunger unemployment welfare charity food banks	5.1.9.A 5.1.9.C 5.2.9.B 5.2.9.C 6.1.9.A 6.1.9.B 6.1.9.D 6.3.9.A 6.5.9.A 6.5.9.G 11.1.9.G 11.2.9.G 11.2.9.H 10.2.9.D 10.4.9.B

Unit Title: Providing Individual Students with Clothing and Fulfilling Their Needs

Time: 2 Weeks

Connections: PA Social Studies, Family and Consumer Sciences, and Health Standards

Resources/Activities: Clothing and Food bag donations and purchases

Concept	Competencies	Vocabulary	Standards
Finding and filling individual students' needs in the closet or cupboard.	<p>Students will apply problem-solving strategies to address the identified needs of others, emphasizing creativity and critical thinking to find effective solutions.</p> <p>Students will promote inclusivity by actively seeking to include individuals of all abilities, and perspectives, creating an environment that respects and values diversity.</p> <p>Students will research and explore available community resources that can be utilized to meet the needs of others, recognizing the importance of collaboration with external support systems.</p> <p>Students will engage in reflective practices to identify and address personal biases that may affect their ability to effectively meet the needs of others, promoting self-awareness and growth.</p> <p>Students will demonstrate compassion in their interactions with others, recognizing the emotional aspects of meeting needs and fostering a caring and supportive environment.</p>	<p>Kindness</p> <p>Resourcefulness</p> <p>Empathy</p> <p>Resourcefulness</p> <p>Dependability</p> <p>Accountability</p>	<p>5.1.9.A</p> <p>5.1.9.C</p> <p>5.2.9.B</p> <p>5.2.9.C</p> <p>6.1.9.A</p> <p>6.1.9.B</p> <p>6.1.9.D</p> <p>6.3.9.A</p> <p>6.5.9.A</p> <p>6.5.9.G</p> <p>11.1.9.G</p> <p>11.2.9.G</p> <p>11.2.9.H</p> <p>10.2.9.D</p> <p>10.4.9.B</p>
Helping students when they come to the Closet when they come in with and emergency	<p>Students will apply problem-solving strategies to address the identified needs of others, emphasizing creativity and critical thinking to find effective solutions.</p> <p>Students will promote inclusivity by actively seeking to include individuals of all abilities, and perspectives, creating an</p>	<p>Kindness</p> <p>Resourcefulness</p> <p>Empathy</p> <p>Resourcefulness</p> <p>Dependability</p> <p>Accountability</p>	<p>5.1.9.A</p> <p>5.1.9.C</p> <p>5.2.9.B</p> <p>5.2.9.C</p> <p>6.1.9.A</p> <p>6.1.9.B</p> <p>6.1.9.D</p> <p>6.3.9.A</p> <p>6.5.9.A</p>

	<p>environment that respects and values diversity.</p> <p>Students will research and explore available community resources that can be utilized to meet the needs of others, recognizing the importance of collaboration with external support systems.</p> <p>Students will engage in reflective practices to identify and address personal biases that may affect their ability to effectively meet the needs of others, promoting self-awareness and growth.</p> <p>Students will demonstrate compassion in their interactions with others, recognizing the emotional aspects of meeting needs and fostering a caring and supportive environment.</p>		<p>6.5.9.G 11.1.9.G 11.2.9.G 11.2.9.H 10.2.9.D 10.4.9.B</p>
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Unit Title: Laundry Basket, Hygiene, and Toiletries Program

Time: 2 Weeks

Connections: PA Social Studies, Family and Consumer Sciences, and Health Standards

Resources/Activities: Laundry Facilities, Toiletry Supplies, and Hygiene Products for Restrooms

Concept	Competencies	Vocabulary	Standards
Maintaining laundry assistance program and Providing laundry services to individuals in need at MASH and MAMS	<p>Students will cultivate effective customer service skills, demonstrating the ability to assist and support users of the free laundry service with courtesy, respect, and professionalism.</p> <p>Students will engage in collaborative efforts with peers to coordinate schedules, share responsibilities, and address challenges, promoting teamwork in the maintenance of the free laundry service.</p> <p>Students will design and implement promotional and outreach strategies to inform the community about the availability and benefits of the free laundry service, encouraging increased utilization.</p> <p>Students will prioritize safety and hygiene in the operation of the free laundry service, implementing and adhering to protocols that ensure a clean, safe, and welcoming laundry environment.</p>	<p>Empathy</p> <p>Responsibility</p> <p>Time-Management</p>	<p>5.1.9.A</p> <p>5.1.9.C</p> <p>5.2.9.B</p> <p>5.2.9.C</p> <p>6.1.9.A</p> <p>6.1.9.B</p> <p>6.1.9.D</p> <p>6.3.9.A</p> <p>6.5.9.A</p> <p>6.5.9.G</p> <p>11.1.9.G</p> <p>11.2.9.G</p> <p>11.2.9.H</p> <p>10.2.9.D</p> <p>10.4.9.B</p>
<p>Communicate with sewing class and local sewing club to make toiletry bags to store products</p> <p>Take stock of Products and reorder products when needed</p> <p>Toiletries Bags with Full or Travel Size for Men and Women</p>	<p>Students will develop skills in inventory management, including tracking, restocking, and organizing toiletry supplies efficiently to ensure the availability of essential items for program users.</p> <p>Students will demonstrate cultural sensitivity in selecting toiletry items, recognizing diverse preferences and needs related to personal care across different communities and demographics.</p> <p>Students will actively seek and foster</p>	<p>Empathy</p> <p>Responsibility</p> <p>Time-Management</p>	<p>5.1.9.A</p> <p>5.1.9.C</p> <p>5.2.9.B</p> <p>5.2.9.C</p> <p>6.1.9.A</p> <p>6.1.9.B</p> <p>6.1.9.D</p> <p>6.3.9.A</p> <p>6.5.9.A</p> <p>6.5.9.G</p> <p>11.1.9.G</p> <p>11.2.9.G</p> <p>11.2.9.H</p> <p>10.2.9.D</p>

	<p>partnerships with local businesses, organizations, and suppliers to enhance the sustainability and scope of the free toiletry program.</p> <p>Students will engage in advocacy efforts to address hygiene inequities within the community, promoting awareness of the importance of access to toiletries as a basic human right.</p> <p>Students will design and implement assessments to measure the impact of the free toiletry program on the community, considering factors such as improved hygiene practices, health outcomes, and overall well-being.</p>		10.4.9.B
Stock Restrooms Weekly with feminine hygiene products	<p>Students will develop skills in inventory management, including tracking, restocking, and organizing toiletry supplies efficiently to ensure the availability of essential items for program users.</p> <p>Students will engage in advocacy efforts to address hygiene inequities within the community, promoting awareness of the importance of access to toiletries as a basic human right.</p>	<p>Empathy</p> <p>Responsibility</p> <p>Time-Management</p>	<p>5.1.9.A</p> <p>5.1.9.C</p> <p>5.2.9.B</p> <p>5.2.9.C</p> <p>6.1.9.A</p> <p>6.1.9.B</p> <p>6.1.9.D</p> <p>6.3.9.A</p> <p>6.5.9.A</p> <p>6.5.9.G</p> <p>11.1.9.G</p> <p>11.2.9.G</p> <p>11.2.9.H</p> <p>10.2.9.D</p> <p>10.4.9.B</p>

Unit Title: Special Projects

Time: 2 Weeks

Connections: PA Social Studies, Family and Consumer Sciences, and Health Standards

Resources/Activities: Guest speakers from local charities and social service organizations, Field trips to local community centers, shelters, delivery of meals to homes at holiday time, Field trips to grocery stores, Collaborative partnerships with local businesses and charities, Holiday Meal Giveaway and Delivery

Concept	Competencies	Vocabulary	Standards
Holiday Meal Giveaway and Delivery	Collaborative partnerships with local businesses and charities	Geography Terms Neighborhoods in Meadville	5.1.9.A 5.1.9.C 5.2.9.B 5.2.9.C 6.1.9.A 6.1.9.B 6.1.9.D 6.3.9.A 6.5.9.A 6.5.9.G 11.1.9.G 11.2.9.G 11.2.9.H 10.2.9.D 10.4.9.B
Caring Closet Clean-Out	Students will maintain a manageable inventory in the Caring Closet and evaluate what is age appropriate and needed in the closet and what is able to be eliminated from inventory.	Fundraiser Schoolwide sale Collaboration Positive attitude Initiative Work ethic	5.1.9.A 5.1.9.C 5.2.9.B 5.2.9.C 6.1.9.A 6.1.9.B 6.1.9.D 6.3.9.A 6.5.9.A 6.5.9.G 11.1.9.G 11.2.9.G 11.2.9.H 10.2.9.D 10.4.9.B
Community Outreach Presentations	-Preparing presentations on the impact of the clothing drive, food drive, and laundry assistance program -Sharing experiences with the school and community -Reflecting on personal growth and	Outreach Giveback “Pay It Forward”	5.1.9.A 5.1.9.C 5.2.9.B 5.2.9.C 6.1.9.A 6.1.9.B

	development		6.1.9.D 6.3.9.A 6.5.9.A 6.5.9.G 11.1.9.G 11.2.9.G 11.2.9.H 10.2.9.D 10.4.9.B
Future Planning	<div>-Reflecting on the course's impact on social skills and community engagement</div> <div>-Setting future goals for community involvement</div> <div>-Course evaluation and feedback</div>		5.1.9.A 5.1.9.C 5.2.9.B 5.2.9.C 6.1.9.A 6.1.9.B 6.1.9.D 6.3.9.A 6.5.9.A 6.5.9.G 11.1.9.G 11.2.9.G 11.2.9.H 10.2.9.D 10.4.9.B