

**Business Partner: Warren General Hospital**  
**Curriculum Relationship: Spanish**  
**Grade Level: 9-12**

John Gabner  
Substitute teacher

**Objective:** The students will be able to:

1. State where the Spanish language could be used in the medical field and/or hospital setting.
2. Name some medical terms in Spanish, which are cognates in English to bolster vocabulary.
3. Create a Food Pyramid using an online site from the U.S. Government in Spanish.

**Materials:** Computer terminals, handouts and overhead transparencies.

**Activity:**

1. Brainstorming: using a KWL chart, students will come up with ideas in medical field where Spanish would be very useful. They would then fill out the KWL chart from teacher's input as to where being bilingual is necessary.
2. Spanish-English Cognates: Students would guess at the meanings of Spanish cognates, fill in the English cognates to bolster English vocabulary. A short quiz would then follow to check for understanding.
3. Medical questionnaire sheet. Students would fill out a sample patient questionnaire sheet in Spanish to get an idea of what it is like to fill in information in another language.

**Evaluation:**

1. Completed Food Pyramid in Spanish.
2. Short vocabulary quiz on medical cognates.
3. KWL Chart to check for understanding of where Spanish is used in the U.S. In bilingual settings.

**Business Partner: Radio Partners WRRN, WNAE & WKNB**  
**Curriculum Relationship: Journalism, Media**  
**Grade Level: 9-12**

Amy Eaton  
Warren Area High School

**Objective:**

1. Students will write a commercial for a local business.
2. Students will learn the process of researching a local business for writing a commercial.
3. Students will become familiar with a business' targeted audience and what the definition is of a target audience.
4. Students will use basic math computation skills to complete a billing form for the commercial.
5. Students will use time management skills to meet deadlines for production of the commercial.
6. Students will demonstrate their knowledge of Audacity software by producing and editing the commercial.

**Materials:** Production order form, time billing form, Rubric for grading purposes, computer for Internet usage and Audacity software, microphone, and earphones.

**Procedure:** Length of lesson plan is four days.

**Activity:**

**Day 1:**

1. Students will choose a local business to write and produce a commercial for.
2. Students will write the following information:
  - A. Business name
  - B. Business address and location
  - C. Website address
  - D. Services and /or products business offers
  - E. Business' target audience (base on the services and /or products
  - F. Hours of operation
  - G. Any special offers or promotions

**Day 2:**

1. Students will write and type a script for their commercial using the information they gathered, which meets the following criteria:
  - A. 30-seconds in length
  - B. Tells the business name at least 3 times during the commercial
  - C. State business location and/or contact information two times—at beginning and at the end
  - D. Highlights services, products, or special offer or promotion

2. Students will record commercial using Audacity software, microphone and headphones

**Day 3:**

1. Students will begin editing the commercial by doing the following:
  - A. Editing out breath sounds
  - B. Adding the bed (music) to the voice recording that is appropriate for content of commercial
  - C. Adhering to the time limit
  - D. Listening for voice clarity
  - E. Checking for overall sound quality
  - F. Monitoring volume control of voice(s) to ensure one voice isn't louder than the other
  - G. Monitoring volume control of music to ensure music isn't louder than the voice in the commercial

**Day 4:**

1. Students will play their commercial for a grade based on the following rubric:

	<b>Content</b>	<b>Sound Quality</b>	<b>Timeliness</b>
<b>30</b>	Student uses business names 3 times; states location or contact information at beginning and end of commercial; highlights services, products, and/or promotion or offer; and focuses on target audience—all in an <b>appropriate and professional message (no speech errors)</b> .	Student edited work so that the quality is <b>exceptional</b> : no breath sounds; exactly 60 seconds; music is appropriate; clarity of voice; and appropriate volume levels.	Student <b>completed commercial by deadline</b> and worked on the commercial <b>all four days</b> in class.
<b>20</b>	Student commercial uses business names 3 times; states location or contact information at beginning and end of commercial; highlights services, products, and/or promotion or offer; and focuses on target audience—all in an <b>appropriate and mostly professional message (a few speech errors)</b> .	Student edited work so that the quality is <b>mostly</b> professional; no breath sounds; exactly 60 seconds; music is appropriate; clarity of voice; and appropriate volume levels.	Student <b>completed commercial by deadline</b> and worked on the commercial <b>three</b> of the four days in class.
<b>10</b>	Student commercial uses business names 3 times; states location or contact information at beginning and end of commercial; highlights services, products, and/or promotion or offer; and focuses on target audience—some of message is either <b>inappropriate and unprofessional or it contains (numerous speech errors)</b> .	Student edited work so that the quality is <b>borderline</b> professional: no breath sounds; exactly 60 seconds; music is appropriate; clarity of voice; and appropriate volume levels.	Student <b>completed commercial by deadline</b> and worked on the commercial <b>one or two</b> of the four days in class.

**Business Partner: Northwest Savings Bank**

**Curriculum Relationship: Mathematics**

**Grade Level: 9-10**

Eric Hamilton

Warren Area High School

**Objective: Banking Lesson Plan**

1. Students will learn how to correctly record deposits and withdrawals on an account.
2. Students will learn the process to apply for a loan and successfully pay for a loan.

**Materials:**

1. Class roster for teacher to record deposits and withdrawals from student accounts
2. Personal ledger for students to keep track of their own accounts
3. Fake class money
4. Loan contact

**Procedure:**

1. Over the course of a nine week period, the students in the class can get “paid” \$40 a week in class money if they follow classroom expectations.
  - a. Be on time;
  - b. Be prepared for class;
  - c. Respect others and the teacher; and
  - d. Have work completed.
2. Students can deposit their pay in an account or spend some of the pay for various prizes determined by the teacher.

3. It is the students' responsibility to maintain a current and correct ledger of their account to avoid over drawing their accounts.
4. At the end of a nine-week marking period, students will earn interest on the balance in their accounts. Students can earn a bonus of \$5 if they correctly calculate the amount of interest their account has earned
5. To bump up their grade by one letter grade, a student can take out a loan, if they choose and/or quality, at the end of a nine-week marking period. The terms of the loan will be paid by the student accounts.

**Activities:**

1. Learning how to make deposits and record them correctly.
2. Learning how to make withdrawals and record them correctly.
3. Learn how to correctly calculate interest on a balance during a specified period of time.
4. Learn the process of applying for a loan and how to successfully pay off a loan.

**Business Partner: A Safe Place**

**Curriculum Relationship: Health**

**Grade Level:**

Virginia Letko

Warren State Hospital

**Objective:** Understand the relationship between different types of abuse and effect on wellness (recovery).

**Materials:** Structured group session using teacher lecture and patient participation. Handouts will be used to personalize topics and to reinforce learning.

**Procedure:**

1. Identify the major forms of abuse.
  - a. Physical
  - b. Sexual
  - c. Psychological
  - d. Emotional
  - e. Economic
  - f. Spiritual
  - g. Domestic Violence
2. How does abuse effect personal wellness? What constitutes abuse?
3. Abuse—Maltreatment of another in an attempt to control some aspect of behavior (physical, sexual, psychological, emotional, economic or spiritual and often involves deception).
4. How does abuse take away individual power of choice?
5. Everybody deserves a non-violent life. The first steps to prepare for a “wellness” lifestyle include the steps to empower your future.
6. What you can do if you are abused or threatened:
  - a. Once an attack begins, you can try to get away and out of the house, but there is probably little else you can do to stop the attack.
  - b. If you can get away, or after the attack is over, do the following:
    - 1) Leave the scene as soon as you are able to get away.
    - 2) Call 911.
    - 3) Call A Safe Place Hotline 1-800-338-3460.
    - 4) Seek medical help and make sure you tell the doctor how the injuries occurred for the report.
    - 5) A Safe Place will help you now. Do not return to a home of violence. You just took the first step to EMPOWER your future.

**Business Partner: BEI**

**Curriculum Relationship: Special Education**

**Grade Level: 9-12**

Virginia Letko

Warren State Hospital

**Objective:** Motivate patients to communicate and interact socially (They have difficulty focusing attention on a specific topic). Often their verbalizations are rote and repetitious.

**Materials:** Provide a series of pictures to act as visual stimuli and encourage discussion and conversation.

**Procedure:** Provide opportunities for individuals to verbalize, share memories, reminisce and interact with others.

1. Vocabulary brainstorming—words, expressions relating to picture.
2. Describe the weather.
3. Describe the child. Does she remind you of somebody you know? How does she feel?
4. Imagine you are the child. Why are you alone? What will you do next?
5. Make up a list of words that describe water. (Splash, thirsty, muddy, etc.).
6. Water is an essential part of our lives. Name different ways we use water every day.
7. Imagine a day in your life without water.

**Conclusion:** We all have basic needs to survive. We are all different and that is what makes us special.

**Business Partner:** Warren County Sheriff’s Department

**Curriculum Relationship:** Special Education

**Grade Level:** 9-12

Virginia Letko

Warren State Hospital

**Objective:** Help prisoners realize that incarceration can be learning experience and backbone opportunity to make positive changes for their future.

**Materials:** Worksheet assignments.

**Procedure:**

1. Open discussion how to deal with confinement.
  - a. Why are we here?
  - b. Did you know that you would go to jail for breaking the law?
  - c. What have you learned from this experience?
2. Formulate a plan with prisoner for “self-directing” goals that can be achieved in prison.
3. Discuss achievements (Years of school completed, work experience, married, have children, etc.)
4. What can you do now? Empower Your Future. Now is the time to make positive changes in your life and be responsible and accountable for your actions.

**Activity:** Coping Strategies.

*E*xcept past mistakes

*M*anage

*P*roductive

*O*utlook

*W*orthwhile

*E*ndure

*R*esponsible for own actions

*S*eclusion

*E*xcel at one thing you can do now (Read, write, attend group therapy).

*M*onitor future goals.

*P*articipate—practice daily life skills-patience.

*O*pportunity.

*W*eekly accomplishments.

*E*nvision future.

*R*esolve to forgive yourself. Request help with daily stressors. Revive-review.

*S*uccess-find the solution.

**Business Partner:** Sheltered Employment Program

**Curriculum Relationship:** Life Experience

**Grade Level:** 18-21 year old students

Virginia Letko

Warren State Hospital

**Objective:** Teach patients how to learn a mental skill and incorporate into daily work assignments.

**Materials:** Supplies used for assembly line work.

**Procedure:**

1. Define the skill.
  - a. First, you must understand what you are to do.
2. Identifying the steps.
  - a. Second, you must figure out the steps to follow to use the skill. Once the skill is broken down into its component steps, you can learn each step in sequence.

3. Demonstrating the skill.
  - a. Third, you must see someone perform the skill. A teacher or instructor must model the skill.
4. Practice
  - a. The fourth step is practicing the skill. Practice allows the patient the opportunity to demonstrate the newly acquired skill.

**Business Partner: Forensic Unit**

**Curriculum Relationship: Life Experience**

**Grade Level: 18-21 year old Males**

Virginia Letko

Warren State Hospital

**Objective:** Develop functional communication skills for prison transfer. Provide a visual checklist of materials, which allows the student to envision positive things accomplished, how to believe in himself when preparing for prison transfer.

**Materials:** “Kids in Jail” by Dennis Wolf.

**Procedure:** Define Success-Relevant to student’s future.

1. Encourage the student to accept personal responsibility for learning and educational growth.
2. The student will demonstrate an understanding of the consequences of their decisions.

**Evaluation:**

1. The student will learn how to set positive goals for his future with the realization he will be incarcerated.
2. Provide a checklist of skills, programs that the student will have an opportunity to participate in when transferred to prison work skills, practical living skills and social skills.