

## “Dee Ni Clothing Drive”

Fall > Schooling > Community Service > (07\_08.fall.school.community.clothingdrive)

### Season & Location:

The project begins in the fall, after students have returned and things have settled down a bit. The process of identifying community needs should begin mid-quarter, and clothing should be delivered by late October or early November, when the rain sets in. The project will cover as much territory as the students, staff, and community feel is appropriate to meet established project goals. Boxes/gathering should, at the very least, cover the Siletz community and outlying areas.

### Partnerships/Community Connections:

Local foster care entities – Tribe, religious, etc.; Local outreach programs – runaway services, recovery, homeless services/advocacy, etc.; optionally, an expert on video production (or partnership with video production class)

### Standards\* Focus:

*\*“Second Language” standards are addressed by default – consult state scoring guide.*

### Additional Standards:

### Cultural Knowledge:

Clothing  
Fun  
Communication  
Government (Public service agencies)  
Tools and Technology  
Belief/World View  
Family  
Arts and Aesthetics

### Vocabulary:

Boy●●●Girl●●●Man●●●Woman●●●Elder●●●Hat●●●Scarf●●●Shirt●C●●Coat●●●Gloves/mittens●●●  
●●●Girl●●●Man●●●Woman●●●Elder●●●Hat●●●Scarf●●●Shirt●C●●Coat●●●Gloves/mittens●●●Und  
erwear●●●Pants●●●Socks●●●Shoes●●●Clothing●●●Large●●●Small●●●Medium/middle●●●Poor●●  
●●●Girl●●●Man●●●Woman●●●Elder●●●Hat●●●Scarf●●●Shirt●C●●Coat●●●Gloves/mittens●●●Unde  
rwear●●●Pants●●●Socks●●●Shoes●●●Clothing●●●Large●●●Small●●●Medium/middle●●●Poor●●  
●●●Girl●●●Man●●●Woman●●●Elder●●●Hat●●●Scarf●●●Shirt●C●●Coat●●●Gloves/mittens●●●Under  
wear●●●Pants●●●Socks●●●Shoes●●●Clothing●●●Large●●●Small●●●Medium/middle●●●Poor●●●









●I/You/We helped●●●I am/You are/We are giving●●●I/You/We give●●●I/You/We gave●●●  
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Also:

Translations associated with readings assigned by classroom teacher.

**Grammar & Language Concepts:**

Complex sentence construction;  
 Proper use and placement of adverbs, adjectives, postpositions, etc.  
 Verb conjugation; specifically past, present, and future tenses and point of view

**Prior/Concurrent Lesson Plan Materials:**

Feelings  
 Clothing (does this exist?)  
 Counting  
 Weather  
 Body Parts

**Lesson Objectives – After completion, students/instructors will be able to:**

Collaborate with other students, staff, and key members of the community to Identify a community need, and formulate a plan to address that need – specifically, helping people find warm winter clothing;  
 Identify community resources that provide services to people in need;  
 Design Clothing Drive goals and objectives, and formulate a plan to meet those goals;

Delegate authority and match individual students to responsibilities;  
Use Dee Ni vocabulary and phrases to identify clothing items, the people who wear them, and where and when they are worn;

Use Dee Ni vocabulary and phrases to create a public service campaign encouraging local people, organizations, and agencies to help gather warm winter clothing for people in need;

Use Dee Ni phrases and vocabulary to monitor progress toward the Clothing Drive goals.

Use written Dee Ni to describe a community service activity, including a simple description of the sequence of events and a brief description of feelings about the activity. (As an option, these reports can be performed for the class.)

Make connections between the Clothing Drive activity and readings assigned by the classroom teacher;

Incorporation of Character Education:

Students should be prepared to reflect on “values”; specifically, the role of charity in a community as well as the role of charity in traditional tribal communities; also, students should explore the concepts of wealth, fashion, need vs. want, etc.

### **Lesson Procedures:**

Students read about poverty and other issues leading to the need for donated winter clothing, including fiction and non-fiction;

Students use community and tribal resources to identify people who are in need of warm winter clothing (Suggestions include foster children, elders and elderly, homeless and near-homeless, families, shelter residents, etc.);

Students study and learn Dee Ni vocabulary describing articles of clothing and the places they are worn;

Students study and learn Dee Ni phrases associated with the gathering and re-distribution of donated clothing;

Students delegate authority, assign roles, and make contacts;

Students design and execute a publicity campaign, sharing information with the community regarding the needs being addressed by the clothing drive;

Students gather clothes and track progress;

Students, staff, and community members collaborate to distribute clothing to the needy;

Upon completion of the project, students write/present a reflection on their experience;

Students are assessed on their Dee Ni skills using a variety of assessment methods.

### **Assessment:**

The Dee Ni project rubric will be used to evaluate student performance overall;

Clothing Drive report will be evaluated using the Dee Ni writing scoring guide\*;

Vocabulary skills will be evaluated through a set of multiple choice and T/F quizzes, as well as word puzzles and games.

### **Materials & Supplies:**

Dee Ni project rubric;

Flashcards, dictionary, and associated standard learning materials;

Dee Ni Writing Scoring Guide\*;

Large boxes, colored paper, and art supplies for donation stations and publicity campaign;

Optional digital media tools for producing a PSA;

A place to do laundry, as well as soap and other laundry stuff