

Module 5/Lesson Plan Objective 24 A-E:

Given the Advanced Manual, the “How to Series: Stepping Stones to Developing a Caring Community of Couples (CCCC), the Life Innovations, Inc. Catalog, and the “Worksheet: CCCC,” the participants will consider implementing the “Creating a Caring Community of Couples” Programs in their own setting. Brainstorm (write/schedule) a time line for a least one program in your own setting by using the “Worksheet: CCCC.”

Instructor Activity

Student Activity

1. Explain where this skill fits in the larger scheme of the Advanced Workshop:
--this lesson informs the students the various resources available from Life Innovations, Inc. to help organizations develop a “Caring Community of Couples” (see slide 6, p.2).
--this lesson may be taught anywhere in the Advanced Workshop.
2. State the objective:
--stated above, and see slide 2.
3. Explain what skill check the students will need to complete in order to show mastery of the objective:
--the completed “Worksheet: CCCC” is the skill check.
4. Explain /demonstrate the relevance of this objective/skill to the students:
--slides 4-8, the students need to know the various resources available and which one is most suitable for their context now.
5. Demonstrate the Relevant Practice, if necessary:
--not necessary.

Note any common errors to avoid or discriminations to understand:

- the Students complete the time line (Worksheet) for only one program from Life Innovations catalog.
6. Teach the content the student needs to know before they can practice the objective, if necessary:
--review the Life Innovations catalog page-by-page (slide 5), and describe each of the resources:

- The students have the above materials in hand.
- Students should check mark or highlight the text boxes in their Advanced Manual that match the slides that are light green in color on PowerPoint projection, or as noted by the seminar director.
- Students may ask clarifying questions about resources.

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Instructor Activity

Student Activity

--slide 7, note the five assumptions of CCCC, Objective 24A;
--slide 8, note the five advantages of CCCC, Objective 24B;
--slide 9; note Clergy provide the vision, not carry it out;
--slide 12, note the value of the Building Relationship Program, Objective 24C;
--slide 16, note the components of an effective premarital program;
--slide 20-21, note the Empowering Couples book and program;
--slide 24, note the “How to Series: CCCC,” Objective 24D;
--slide 25, note the opportunity to meet colleagues at this workshop and share ideas on how to work together;
--slide 27, note the Worksheet: CCCC to help implement a CCCC in your context.
7. Allow student to perform the Relevant Practice (objective), and provide timely feedback.
--slide 27, ask students to complete the Worksheet CCCC, Objective 24E.
8. Let students self-check whether they are ready to demonstrate their ability to perform the skill as the objective states, if necessary:
--and ask students questions for how well they understand the CCCC programs.
End of Module.

Students complete the “How to Series: Stepping Stones to Developing a Caring Community of Couples (CCCC).” Objective 24D.
Students may prepare to share business cards, or they may note on a sheet of paper their desire to be included on a list to be emailed to those who wish to share their contact information with each other.

Students complete the “Worksheet: CCCC”, and ask/answer any questions. Objective 24E.