

## The Role of Citizenship

Big Idea: Citizens in a community have many roles to play. They work here, vote here, and should take care of the community.

Essential Question: What can you do to help you community?

Constraints:

- Must be completed in three weeks time.
- Cannot be paid or compensated for the work you do.

Deliverable: This project will involve you creating a community service project to better either the school or the community around you. What can you do to make things better for your community? You need to come up with an idea and then organize it so that the community is made better.



## Suggested Timeline

<p><b>Day 1</b> Speakers fair to introduce the project</p> <p><i>Ask</i></p>	<p><b>Day 2</b> Brainstorming ideas for your community service project</p> <p><i>Imagine</i></p>	<p><b>Day 3</b> Making calls or researching to see how doable and realistic your community service project is</p> <p><i>Plan</i></p>	<p><b>Day 4</b> Making calls or researching to see how doable and realistic your community service project is</p> <p><i>Plan</i></p>	<p><b>Day 5</b> Make final decision on what your community service project is going to be</p> <p><i>Plan</i></p>
<p><b>Day 6</b> Conduct community service project</p> <p><i>Create</i></p>	<p><b>Day 7</b> Conduct community service project</p> <p><i>Create</i></p>	<p><b>Day 8</b> Conduct community service project</p> <p><i>Create</i></p>	<p><b>Day 9</b> Conduct community service project</p> <p><i>Create</i></p>	<p><b>Day 10</b> Meet to talk about the progress of the community service project</p> <p><i>Improve</i></p>
<p><b>Day 11</b> Conduct community service project</p> <p><i>Create</i></p>	<p><b>Day 12</b> Conduct community service project</p> <p><i>Create</i></p>	<p><b>Day 13</b> Conduct community service project</p> <p><i>Create</i></p>	<p><b>Day 14</b> Conduct community service project</p> <p><i>Create</i></p>	<p><b>Day 15</b> Meet to talk about the progress of the community service project</p> <p><i>Improve</i></p>
<p><b>Day 16</b> Conduct community service project</p> <p><i>Create</i></p>	<p><b>Day 17</b> Conduct community service project</p> <p><i>Create</i></p>	<p><b>Day 18</b> Conduct community service project</p> <p><i>Create</i></p>	<p><b>Day 19</b> Finish community service project</p> <p><i>Create</i></p>	<p><b>Day 20</b> Reflect upon what you learned through the community service project</p>

## Activity 1 – Setting Up a Speakers Fair for Community Service

This involves setting up for various speakers from non-profit organizations to come in to speak to students about what they do to help others. The idea is to provide inspiration for students in their own community service projects.

If you only have a single class you may want to arrange for a couple of speakers. If you have an entire team or school, you might want to arrange a speakers fair. This could be dozens of people who are willing to come in and give short presentations on what their organization does and how they go about doing it. Students can choose which speakers they want to listen to or the teacher can arrange a rotation.

Here is a website <http://www.nonprofitlist.org/> that might help you locate non-profit organizations in or near your city.

Some suggestions for speakers at the speakers fair:

- Amnesty International
- Red Cross
- Local food pantry or soup kitchen
- Senior Center
- Heifer International
- Save the Children
- Toys for Tots
- Boys and Girls Club
- Salvation Army
- Local animal shelter
- Big Brothers/Big Sisters
- Diabetes Association
- Children's Hunger Alliance
- Parks and Recreation
- Crime Patrol
- Urban League
- Goodwill
- NAACP
- Homeless shelters
- Make a Wish Foundation
- Local historical society
- Literacy Network
- Local library
- United Way
- YMCA
- Retirement communities

## Lesson 1 – Choosing your community service project

Students will have a week to set it up and three weeks to participate in a service project where they are trying to improve the community around them either on a local or national level.

As a class begin a discussion for what students can do to better their community. Let this lead into suggestions for community service projects that students can engage in. Go over what is and what is not a good service project to avoid students heading down a path you don't want them to. With only a week to set up and three weeks to conduct, you also want to encourage students not to bite off more than they can chew.

## Meaningful Service Projects

- Collecting canned goods for the local shelter from a large group of people (school, church, sports team)
- Volunteering in a retirement community
- Picking up trash at the local park
- Tutoring a student
- Raising money for a good cause (i.e. breast cancer, diabetes)
- Educating others on issues affecting community
- Adopting a needy family during the holidays
- Putting together packages for soldiers overseas
- Teaching sports to a group of younger children
- Starting a community garden

## Not So Meaningful Service Projects

- Doing chores around the house
- Helping a neighbor one time
- Picking up trash in your own yard
- Donating just your own money to a cause
- Tutoring a brother or sister
- Babysitting

## Service Projects to Avoid

- Working at a hospital, zoo, or animal shelter (usually takes too long to set up)
- Anything you get paid for
- Something that was going to be done anyway (i.e. church was already collecting trash and you helped)
- Fundraiser sponsored by someone else (i.e. walk-a-thon)
- Things that only help your family

## Lesson 2 – How to make a proper phone call

When you call or email to discuss doing community service, remember a few things:

- Make sure you state the purpose of your contacting them.
- Be sure to provide your name and phone number/email (if you are leaving a message make sure you do this twice).
- Will want to prepare some of the questions ahead of time. Questions such as:
  - Do you have volunteer opportunities during the time I'm doing this project?
  - Is there an age restriction?
  - Do I need to go through any training?
- Remember that they are doing you the favor so be respectful of their time and effort.
- You may have to talk to several people before you get a hold of the person you are looking for.
- If they do not seem like the person you need to be talking to, make sure you ask them who you should be talking with, getting a name and a contact.
- If you leave a voicemail or email, make sure you follow up after a couple of days.
- Even though you are younger you can still act in a professional manner at all times.

### Activity 1 – Setting up community service project

Give students a couple of days to make phone calls and contact people they might need to in order to set up their service project. Have a few projects set up yourself for those students having difficulty finding one such as tutoring students struggling in other classes or cleaning up around the school grounds.

Once the student project has been approved, make sure to check in with students periodically to be sure things are going smoothly. Request that students provide you with a contact number for any places and people they are working with and call to make sure everything is going well.

## Activity 2 – Checking in with their progress

For a project like this where students are not going to be working in class every day but rather doing a lot of it on their own, it is important to check the progress they are achieving.

Plan on meeting with students once a week to get an idea how things are going. During this conversation, some things you might want to ask are (all of these may not apply depending on the project):

- Have you started your community service project?
  - If not, when are you planning on that happening?
- Have you run into any obstacles in doing your community service project?
  - What do you think some ways around this might be?
- Are you enjoying your community service project?
  - If not, is there anything that could be changed to make it more enjoyable?
- Have you made arrangements with the organization you are working with to drop off items you have collected?
- How many more times are you working on your community service project?
- Will you have enough time to complete the project in three weeks?
  - If you think you will not, how are you going to adjust?
- Do you think you will continue your project once the assignment is over?



### Activity 3 – Reflecting on what was learned

To assess what students learned during their community service project, have them fill out the following reflection or talk about it with others:

## Student Reflection

What do you think was successful in your community service project?

What could have been done better in your community service project?

When it came to the management of your time, do you think you paced yourself well or there were things you might have managed better?

If you had to do it over again, what would you have done differently?

If you were to give someone advice if they were doing a similar project, what would you tell them?

Do you think your project had an impact on the community?

How could a project such as this be done on a larger scale?

Of the other projects you heard about that students were doing, which one do you think would have a large impact on the community?



## Community Service Project

<b>Overall</b>	<b>Service Project</b>	<b>Responsibility</b>
<b>Excellent</b>	<ul style="list-style-type: none"> <li>• Student has multiple evidence of his/her project in the form of photos, letters from those helped, and/or video of the service project.</li> <li>• Student conducts a service project with long term results rather than something that is short term and surface level.</li> <li>• Student is able to convey meaningfully how his/her project helped the community and the value of such an action.</li> </ul>	<ul style="list-style-type: none"> <li>• Student completes the service project when he/she is supposed to on the calendar created, and works additionally on the project, extending it beyond the assignment.</li> <li>• Student stays on task throughout the project, showing specific evidence of this whenever conferencing with the teacher.</li> <li>• Student was able to act independently on the project without intervention from the teacher.</li> </ul>
<b>Good</b>	<ul style="list-style-type: none"> <li>• Student has evidence of his/her project but only in a single form of photos, letters from those helped, or video of the service project.</li> <li>• Student conducts a successful service project but the results are short term and at a surface level.</li> <li>• Student is able to convey how his/her project helped the community and the value of such an action at a surface level, but without much meaning.</li> </ul>	<ul style="list-style-type: none"> <li>• Student completes the service project when he/she is supposed to on the calendar created.</li> <li>• Student stays mostly on task throughout the project, occasionally getting a little off, but still showing specific evidence whenever conferencing with the teacher.</li> <li>• Student was mostly able to act independently on the project, but occasionally needed intervention from the teacher.</li> </ul>
<b>Needs Improvement</b>	<ul style="list-style-type: none"> <li>• Student does not have evidence of his/her project, only anecdotal evidence that cannot be backed up.</li> <li>• Student does not conduct a successful service project, letting obstacles and roadblocks stop them from moving forward.</li> <li>• Student is not able to convey how his/her project helped the community or the value of such an action.</li> </ul>	<ul style="list-style-type: none"> <li>• Student needs more time than the calendar allows to complete the service project.</li> <li>• Student does not stay on task throughout the project, or cannot provide any specific evidence to show this whenever conferencing with the teacher.</li> <li>• Student was not able to act independently on the project, needing much intervention from the teacher.</li> </ul>