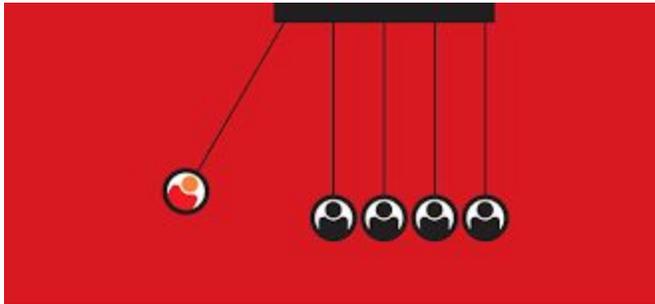


WEEK FOUR Community Service Learning Project

Step 1-Goals and Outcomes

Students will discuss what they have written about their home and school community to brainstorm an event to improve them. Students will consider lasting effects and what they, as experts of their community, feel should be addressed in a service learning project.

Language to consider: Impact (Picture as visual cue)



Step 2- Assessment Evidence/ Standards

- K-4 Benchmark II-B
 - K-4 Benchmark II-C
 - K-4 Benchmark II-E
 - K-4 Benchmark II-F
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Step 3-Materials

- Chart Paper
 - Pencils, Markers
 - WOYM Journals
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<u>Teacher Will</u>	<u>Time</u>	<u>Student Will</u>	<u>Time</u>
1. Welcome students to class. Point to and acknowledge the classroom agreements. Ask students if they have been focusing on a specific agreement as they have been learning about and appreciating their community. Which agreement will you choose to focus on today? (5-10 min)		1. Select a specific agreement I am going to focus on this week.	
2. Bring out new vocabulary word: Impact. Go over the definition and visual cue. Ask students for ways they might use the word in a sentence or tell a story.		2. Use a story or example to describe what the vocabulary word means.	

3. In teams, have students make a list of different things in their school communities that they want to improve. One student from each team will share their list with the class. Write all ideas for each community on the board.

4. Go through list and have students make suggestions for solutions to their concerns. Discuss which options are most realistic. For example, building a new recreation center to keep kids off the street may not be a viable option, but organizing an after school program might be. Vote to choose the top three options.

5. Assign one-third of the class to each option. Discuss all of the considerations for a project. For example, are there community organizations in place dealing with that problem that could use help? How could they involve their families? How could the school help? Does their project require any resources or money? Give each group chart paper and have them web out their project's components. What would have to happen? How would they do it? Is there a job for everyone in the class? What are some possible problems?

6. After 15 minutes, come back together as a class and present options. Address any aspects they may have left out and field questions from the class. Vote on which of the three options would be the best project to plan right now, keeping in mind that there's no reason the class couldn't do another project later if this one is successful.

7. Students will use their WOYM journals to reflect on how they feel about the chosen project and possible ideas or any other ideas or feelings.

3. What about your school community would you like to improve? Work with table group and choose one person to share out ideas.

4. What are the ways we can help to address your concerns about school community? Go over options and talk about ideas (gardens, after school, recycling, etc)

5. Focus on the option you are given and come up with examples of very specific ways we can help as a class or school.

6. Present on your option. Listen to every group and then cast a vote for your favorite idea.

7. Write in your WOYM journal and share only if you would like to. Pay attention to classmates who choose to share what they have written

Reflection: going over the definitions and examples of a service learning project will be a part of the next session because not everyone understood how to take their ideas and turn them into an action. We will research and focus on this next class.