

**Targeted Grade Levels – 9 or 10**

**Lesson Title – Responsible Citizenship (Community Participation)**

Estimated time: 55 minutes

**NOTE: This lesson requires access to computers for student partners or triads.**

**Career Ready Practice Standard 7. Act as a responsible citizen in the workplace and the community.** Career-ready individuals understand the obligations and responsibilities of being a member of a community and demonstrate this understanding every day through their interactions with others. They are aware of the impacts of their decisions on others and the environment around them, and they think about the short-term and long-term consequences of their actions. They are reliable and consistent in going beyond minimum expectations and in participating in activities that serve the greater good.

**Learning Objectives: (Bold print below indicates targeted objectives for this lesson)**

1. Students will understand their roles in communities or the workplace and practice how to monitor their interpersonal interactions in accordance with the membership of that community or workplace.
2. Students will consider short-term and long-term effects of personal decisions on others and on the environment.
3. Students will analyze possible unintended consequences of actions in communities or the workplace.
- 4. Students will understand the positive impact of participating in their communities.**
- 5. Students will understand the importance of personal reliability and consistency in their interactions, and will discover the advantages of going beyond minimum expectations.**

**Resources Needed for this Lesson**

1. Ensure access to the following website <https://youtu.be/4KKrdgM7WS4> and ability to show videos in a whole class setting.
2. Activity #3: Print one copy per student of *4 Personal Benefits of Volunteering in Your Community*. This article is concise and relevant; however, it was published in 2012; if there are questions about its usage, teacher could start the discussion by asking students if the content is still applicable. Why or why not?
- 3. Activity #4: Students will need computer access to complete this activity; it's possible for students to work in partners or triads.**
4. OPTIONAL Extension Activities can be found on the final page of this lesson.

## **Key Vocabulary/Terms**

- Benefits - a helpful result or effect
- Enrichment - to improve the quality of something
- Fulfilling - providing happiness and satisfaction
- Impact - powerful or major influence or effect on something or somebody
- Non-profit - charitable; not for monetary gain
- Vitality - a lively or energetic quality
- Voluntarism - people who are not paid to do the work of an organization or to help others
- Worthiness - having character or value; good qualities

## **Activity #1: Introductory Video**

1. Teacher explains that students will be viewing a scenario of students deciding/considering the value of community support or participation.
2. Show Video 9.10.7.2 (Community Participation)

## **Activity #2: Classroom Discussion**

3. Targeted learning objectives and key vocabulary should be written on the white board and verbalized for students to understand what the lesson outcomes will be.
4. Ask students if they have ever participated in any volunteer activities. If so, how did they get involved, how does that participation make them feel, etc. Participation could include helping individually with a neighbor in need. If no one responds, ask them if they've ever heard of any volunteer opportunities. If there are few student responses, the teacher may wish to augment the discussion with personal experiences or knowledge.

## **Activity #3: Benefits of Volunteering**

5. Distribute copies of *4 Personal Benefits of Volunteering in Your Community*. Students will read article independently. Ask students to underline one word, one phrase and one sentence that are the most meaningful to them.
6. Students should share and compare their responses with a small group and should be prepared to explain their choices. The small group must reach consensus as to which responses (one word, phrase, and sentence) they will share with the whole class. While each group is presenting, all other students will underline/circle the words, phrases and sentences being discussed.

## **Activity #4: Research and Sharing**

7. Give each small group sufficient time to research possible volunteer opportunities for teens in their community. Have students begin with the following link: [http://kernfoundation.org/documents/2016\\_Giving\\_Guide\\_FINAL.pdf](http://kernfoundation.org/documents/2016_Giving_Guide_FINAL.pdf)  
Advise students that the document encourages people to donate funds, but many organizations need volunteers to help carry out their work. On page 3 of the document, students will find the categories that are represented. As they scroll through, they will find listings under each of those categories. As they find organizations that interest them, students should continue their research by looking up the individual websites to determine whether or not volunteers are needed.
8. Each group should select two options to present to the class, giving a thorough description of the duties and requirements, and reasons why they chose those particular options.
9. Students will complete a “quick write” with the following prompt: What volunteer opportunity did you learn about that you might be interested in doing and what would be the positive impact for your community?

#### **Activity #5: Assessment**

10. Collect the “quick write” from students.

#### **Differentiation**

1. Teacher will lead the reading and discussion of Activity #3.
2. Teacher can complete the computer search/discussion for volunteer opportunities for Activity #4 while projecting on a screen for students to follow.

#### **California Common Core Alignment (ELA Grades 9-10)**

*Literacy.SL.9-10.1* - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9-10 topics, texts, and issues*, building on others’ ideas and expressing their own clearly and persuasively.

*Literacy.SL.9-10.1c* – Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

*Literacy.SL.9-10.1d* – Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

#### **English Language Development (ELD) Standards, grades 9-10**

##### Part 1: Interacting in Meaningful Ways

##### A. Collaborative

1. Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics

3. Offering and justifying opinions, negotiating with and persuading others in communicative exchanges

**Extension Activities (Optional)**

1. Students can create a plan for “next steps” for volunteering such as selecting an opportunity, finding the contact information, making the contact, etc. and then sharing their experiences with the class.
2. Students can determine a need within their community and plan a volunteer project in which they will participate.