

8th Grade Service Learning

How it ties into 8th grade curriculum: **Certain character traits can help individuals become productive members of their community (M).**

- 6.1.2.Civics CM.1: Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.
- • 6.1.2.Civics CM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).
- • 6.1.2.Civics CM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

Possible School Service

To complete service day(s), students will survey members of their school, including peers, teachers, coaches and administrators to determine a “need” for the overall good of the school community. Students will then create proposals to fix the “need”. Students will have the responsibility to improve the common good of the school. Students will tie this activity into CARES when demonstrating being assertive.

Students can create and administer a survey to collect data related to the needs of the school community, to the students, or to the overall structure of the school (meaning the school building). Students will then present their overall project and findings to their classmates, and create a proposal to satisfy the need.

As a school community, students can vote on the most important “need” affecting the overall common good, and then present their proposal to fix the need at the Board of Education meeting and to the board members.

Students will vote on this information, and a community of peers will present this topic to the Board of Education.

Project based Services:

Students will create surveys to decide the overall most important need for the school community. Each student will then create a solution to fix this need. Students will present their findings to their peers. After, a school wide survey will be distributed. Students, teachers, coaches, and administrators will vote on the most pressing need. A group of students will then present their solution to the problem at a Board of Education meeting.

Pre-Reflection

- Teacher will discuss the quote by Alice Walker, a Pulitzer Prize-winning author, “The most common way people give up their power is by thinking they do not have any.” Allow students to discuss what they believe this quote means. Then reflect and discuss the importance of understanding everyone has power and the ability to improve the overall good of the community around them.
 - Students in their groups, will look over the list of types of “needs” they can do their project on.
 - They will talk about what they already know about needs and wants and the different types of needs. Using their previous knowledge, they will select the need that they feel should be addressed most importantly around the school.

Research

- Students will research their topic. Students will then research the best way to survey their classmates, teachers, administrators,
- Students will then create an outline going over their plan to fix the need around the school.

Presentation & Pamphlet

- Students will take all of their research on their chosen topic and create a presentation in Google Slides. This presentation will be presented to the class. After, a school wide survey will go out where all peers, teachers, administrators, and coaches can vote on what they feel is the most pressing need for the school.
- Students will also come up with a pamphlet summarizing their presentations that can be shared on Parent Square to help bring awareness to the Milltown Community.

Reflection

- Students will then reflect (in a Google Doc) on how they can positively affect their school community to help fix the need they see as the most pressing.

Topic Resource Site:

<https://www.learningtogive.org/units/advise-and-consent/youth-advising-action#lesson-overview>