

Serving The Greater Community

Content Area: **Undefined**
Course(s): **Extend, Enrich, Explore 6, Extend, Enrich, Explore 7, Extend, Enrich, Explore 8**
Time Period: **Undefined**
Length: **10-11 weeks**
Status: **Published**

Unit Overview

Students are introduced to the idea that they can each make an impact in the greater community (world) by identifying specific needs around them and creating plausible solutions to help with these needs. Students go step by step through the process of identifying a root problem and creating a plan for a long term solution. Each group creates a power point to present the need that they found and how they helped at the end of the term.

Essential Questions

What needs can we identify in our communities?

How can we as individuals and in groups create solutions that will help with these problems?

What steps do we have to take to implement a solution?

Content

Problem solving real world issues

Group collaboration of ideas

Power point as a source of presentation

Skills

Students will be able to identify problems within their communities or community scenarios and create plausible long term solutions.

Students will gather information necessary to help implement their solution ideas.

Students will create a power point that contains their community action plan with the necessary steps required to implement their plan.

Assessments

Rough draft of proposal

Teacher observation

Student participation

Final power point

Oral presentation

Lessons/Learning Scenarios

Lesson 1:

O: Students will learn how to identify a problem in a scenario and describe some ways to help.

P: Teacher introduces the concept that each student can make a difference in their community; each of their actions causes a ripple effect. The teacher will open up Ripplekids.com website and read an example about how 1 kid can make a difference in their community by identifying a need and finding a way to help. The teacher will then have the students individually read through at least 3 examples on the website at their own computers and have them pick out their favorite one to share with the class. With each scenario, the students will have to identify the root problem found in the community and how the student in the story helped with the situation. After everyone has shared, the teacher will break the students into groups and have them brainstorm ideas of needs they see in the world around them. They will be given examples to work with if they have trouble coming up with some on their own ie.- sending cards to troops overseas, sending school supplies to kids in impoverished countries, running a toy drive to give kids affected by natural disasters a toy for Christmas. The groups will have to identify a need and come up with a plan or an addition to a plan already in place to give additional support to a cause. They will need to turn in their ideas on a piece of paper for review by the end of the period.

A: Teacher observation, written ideas and plans

Lesson 2:

O: The students will be able to write a rough draft of an action plan with a proposed solution to a community problem.

P: The teacher will guide the students through the development of their ideas within their community and the proposed solutions. The teacher will model an action plan using one of the ripplekid examples (Book Drive at Arroyo Elementary). The teacher will show several ways to help the students begin the writing process. Groups will be given the opportunity to revise their drafts before handing them in for a rough draft grade.

A: Teacher observation, rough draft

Lesson 3 and 4:

O: TSWBAT break down their plan into manageable steps to see how to complete it from start to finish.

P: TTW walk the students through the different steps needed to help implement their action plans to help with their cause in the greater community. TTW model using the example from Book Drive at Arroyo Elementary

to show students what questions they need to answer about their projects. Students will be using all the information they collect during this lesson and the next to create their final power point projects. Students may use age appropriate websites and books to help gather the necessary research information to find the costs associated with their projects.

A:TO, Steps to take worksheet

Standards

TEC.5-8.8.1.8.A.3	Create a multimedia presentation including sound and images.
TEC.5-8.8.1.8.A.5	Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.
WORK.5-8.9.1.8.A.2	Implement problem-solving strategies to solve a problem in school or the community.
WORK.5-8.9.1.8.A.4	Design and implement a project management plan using one or more problem-solving strategies.
WORK.5-8.9.1.8.C.2	Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects.

Resources

www.Ripplekids.com