SERVING MY COMMUNITY: STUDENT PROJECT

"Unless someone like you cares a whole awful lot, nothing is going to get better. It's not." —DR. SEUSS

With this collection of lessons, students will develop a deeper understanding of community service—what it is, what it means, and who benefits from it. Students will work collaboratively to learn more about a specific type of community service. They will create a visual display to engage and inform an audience; they will also learn presentation skills and prepare a brief speech on an aspect of the topic. At the end of this project, students will be encouraged to make a difference with concrete examples of how they can effect positive change in their community. Building the habits necessary to understand the needs of their community today will allow them to better serve the needs of their community tomorrow. Although the project as specified here spans five lessons, every classroom is different. Therefore, some teachers may choose to spend more time on certain aspects of the project and expand the number of lessons as they see fit.

Lesson 1: Serving My Community: How Can You Make a Difference?
Students define community service, gain an overview of the project requirements, and form groups to gather information on one of four types of service.

Lesson 2: Synthesizing Information to Draft a Presentation
Students work collaboratively to synthesize notes, cite sources, and draft paragraphs.

Lesson 3: Making Revisions Students offer each other constructive feedback on their drafts using performance-based rubric criteria.

Lesson 4: Finalizing Visual Displays Groups create their final displays with eye-catching visuals and polished academic writing.

Lesson 5: Presenting Your Research Students rehearse presentations and practice presentation skills before speaking in front of an audience. Groups receive peer and teacher feedback using performance-based rubric criteria.

Common Core State Standards:
RI.5.4; RI.5.9; SL.5.1; SL.5.4; SL.5.5; W.5.5; W.5.8

Serving My Community: How Can You Make a Difference?

AGENDA

- **A Call to Action** (10 Min)
- **Introducing the Community Service Project** (10 Min)
- **Brainstorming Types of Service** (10 Min)
- **Gathering Information** (10 Min)
- **Exit Ticket** (5 Min)

GRADE 5

TIME

45 minutes

LESSON STANDARD(S)

- **CCSS.ELA-LITERACY.SL.5.1**
  Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
- **CCSS.ELA-LITERACY.RI.5.4**
  Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

MATERIALS

- **Resource 1:** Community Service Project (1/student)
- **Video:** "How to Change the World (a Work in Progress)" by Kid President http://tinyurl.com/qx46jvs
- **Resource 2:** Video Transcript (optional)
- **Resource 3:** Display Board Rubric (1/group)
- **Resource 4:** Presentation Rubric (1/group)
- **Resource 5:** Brainstorming Types of Service (1/group)
- **Resource 9:** Exit Tickets (1/student)

STUDENT OBJECTIVE(S)

- I can express my ideas and build on the ideas of others.
- I can define *community service.*

Model   **A CALL TO ACTION** (10 min)

SUPPORT Have students write down their understanding of the terms *community* and *service* before discussing them with a partner.

- **Display** the words *community* and *service*. **Say:** *Over the next several days, we will be working collaboratively on a project that focuses on community service. Let's begin by discussing what community service means. Turn to your elbow partner and share your ideas about the term community.*
- **Discuss** students' ideas to help generate and record a definition (e.g., *community* refers to a group of people who have something in common, such as shared culture, interests, or neighborhood).
- **Ask** students to consider the meaning of the word *service,* then share their ideas with their partners.
- **Discuss** students' ideas to help generate and record a definition (e.g., *service* is acting in a way that is helpful).

- **Ask** students to consider what *community service* means (e.g., *community service* is when you perform acts of kindness that benefit a group or neighborhood).
- **Display** and read aloud the Dr. Seuss quote from The Lorax, "Unless someone like you cares a whole awful lot, nothing is going to get better. It's not." **Say:** *In a moment we will watch a short video. As we do, consider this quote and reflect on how you can make a difference in your community?*
- **Show** the first 3:00 minutes of the video, "How to Change the World (a Work in Progress)" by Kid President **(http://tinyurl.com/qx46jvs)** or have a student volunteer read aloud **Resource 1: Video Transcript.**
- **Ask** students to turn to their partners and share one statement made by Kid President that resonated with them. **Say:** *Think back to our focus on community service and the Dr. Seuss quote. What part of Kid President's speech struck you most? How does his speech relate to the ideas of community service and caring?*
- **Gather** some responses from students (e.g., ordinary people can change the world; you don't have to be the smartest person to make a difference).

INTRODUCING THE COMMUNITY SERVICE PROJECT (10 min)

- **Introduce** the unit. **Say:** *Let's consider Kid President's call to action— how can ordinary people change the world? Over the next week or so, we will explore ways we can serve communities and make the world a better place.*
- **Distribute** and **display Resource 1: Community Service Project** and read aloud the project description.
- **Annotate** the project description with students. Underline key terms and phrases (e.g., *work with your group, research and present, synthesize what you learned, address these questions*) and star the two products on which students will be evaluated (e.g., presentation, visual display). **Say:** *By the end of this unit, you and your group will have learned about a type of community service. You will put together a visual display to share the information you learned and, like Kid President, you will speak to your peers to share what you know and encourage others to take action in their communities!*
- **Form** groups of 2 to 5 students. Have students record the name of each team member in the space provided on **Resource 1: Community Service Project.**
- **Generate** group guidelines with students and record them on the **Community Service Project** resource. **Say:** *Working well together will be*

important to successfully complete this project. What are some guidelines that everyone can follow to make working as a team more successful? (Listen to each other, allow each member a chance to speak, respect everyone's ideas). Have students record these guidelines in the Group Guidelines section of the **Community Service Project** resource.)

- **Read** aloud the sample Sentence Frames for Collaboration for building on ideas. Generate and record some additional sentence frames with students.
- **Distribute Resource 3: Display Board Rubric** and **Resource 4: Presentation Rubric.** Briefly explain that students will be evaluated as a group on both their visual display board and their presentation. Review the main criteria and explain that they will revisit these rubrics in more detail throughout the week.

Guided Practice · **BRAINSTORMING TYPES OF COMMUNITY SERVICE** (10 min)

- **Display** and **distribute Resource 5: Brainstorming Types of Service.** Introduce four types of service: *Service to Animals, Service to the Elderly, Service to Young Children,* and *Service to the Homeless.*
- **Guide** students to brainstorm examples of *Service to Animals.* **Say:** *Let's consider the first type of service, Service to Animals. What are some ways people can help animals? Two ideas are suggested. Work with your group to come up with more ideas to add to the list.*
- **Call** on a student from each group to share one example. Record examples on the displayed **Brainstorming Types of Service** resource.
- **Repeat** the process. For each type of service, read aloud the examples, give students time to brainstorm ideas in their groups, and record shared examples.
- **Assign** a type of service to each group (or have groups choose). Explain that groups will now focus on learning more about this type of service.

Independent Practice · **GATHERING INFORMATION** (10 min)

- **Review** the project description in the **Community Service Project** resource. Explain that students will gather information about their assigned type of service so that they can answer the listed questions. Tell students that they can already answer the first two questions: *What is the type of service?;* and *What are some examples of this type of service?* **Say:** *Now you will work with your group to gather information to answer the remaining questions.*
- **Instruct** groups to brainstorm possible sources of information (e.g., online articles, community service websites, local volunteer organizations).

- **Have** students identify one resource they will research on behalf of the group. If possible, have students conduct research during class time. If you prefer, schedule an in-class research day, or reserve time in the library or computer lab.

> **SUPPORT** Have students keep a file folder to store all the Resources and gathered research.

EXIT TICKET (5 min)

- **Distribute Resource 9: Exit Tickets** to each student. Have them respond to the first question: *In your own words, what is community service? Name one example of community service.*

> **SUPPORT** Provide sentence frames (e.g., Community service is _____; One example of community service is ___).

Synthesizing Information to Draft a Presentation

AGENDA

- **Reviewing the Project** (10 Min)
- **Taking Notes** (10 Min)
- **Citing Sources** (10 Min)
- **Writing a Draft** (10 Min)
- **Exit Ticket** (5 Min)

GRADE 5

TIME
45 minutes

LESSON STANDARD(S)

- **CCSS.ELA-LITERACY.W.5.8**
  Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- **CCSS.ELA-LITERACY.RI.5.9**
  Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
- **CCSS.ELA-LITERACY.SL.5.1**
  Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

MATERIALS

- **Resource 1:** Community Service Project (1/student)
- **Resource 3:** Display Board Rubric (1/group)
- **Resource 5:** Brainstorming Types of Service (1/group)
- **Resource 6:** Display Board Planner (1/student)
- **Resource 7:** Brochure Planner (optional)
- **Resource 9:** Exit Tickets (1/student)
- **Index cards** or **lined paper**

STUDENT OBJECTIVE(S)

- I can summarize information and cite my sources.
- I can use multiple sources of information to write or speak about community service.
- I can express my ideas and build on the ideas of others.

Model   **REVIEWING THE PROJECT** (5 min)

SUPPORT Provide sentence frames to support student interactions (e.g., I agree/disagree with the quote because _____).

- **Display** the Dr. Martin Luther King, Jr., quote: "Everyone can be great, because everyone can serve." Guide students in a choral reading of the quote. Direct students to turn to their elbow partners to discuss whether they agree with the quote.
- **Direct** students to take out their completed **Resource 1: Community Service Project.** Review the project description. Explain that groups will assign members to answer the remaining questions. Each member will be responsible for gathering information, citing sources, and drafting a response to a designated question. The written response will become

part of the Visual Display Board. Students will present their answer to the question. **Say:** *Each group will decide which member will answer which question. Once decided, you will only focus on that question—researching, gathering notes, and drafting a written response. When presenting, you will speak about this topic.*

- **Display Resource 6: Display Board Planner**. If you are unable to use large poster board, have students create a brochure instead, using **Resource 7: Brochure Planner** to gather notes.
- **Distribute** and **display Resource 3: Display Board Rubric**. Review each criterion and the rating descriptors.

TAKING NOTES (10 min)   Guided Practice

- **Model** how to record notes on **Resource 6: Display Board Planner.** Complete the information in the center using **Resource 5: Brainstorming Types of Service** (e.g., Type of Service: service to animals; Examples: create food/water stations for strays; volunteer to walk dogs in an animal shelter; foster a shelter pet; raise funds for an animal rights organization).

- **Point** out that the questions on the left panel and the right panel align with the questions students need to answer in **Resource 1: Community Service Project.** Review the questions, explaining any unfamiliar words. Remind students that each of them will focus only on the question assigned to them by their group. **Say:** *Let's review the remaining questions. "How does this service benefit the recipient?" Underline the word "benefit." "Benefit" is a verb in this sentence, and means "to help" or "to aid." So let's write the synonym, "help," above this word. Now underline "recipient." This is a noun that refers to an individual that receives. Let's write "receiver" above this word.*

- **Think** aloud as you model how to record notes for a specific question. **Say:** *To answer the question, "How does this service benefit the recipient?" I need to think about what I know and what I learned from the resources I explored. When taking notes, I am jotting down ideas. I am not worrying about grammar or writing in complete sentences. That will come later. So what did I learn? I learned that helping shelters allows them to rescue more animals that are abandoned or mistreated. So I will note "shelters can save animals."*

- **Guide** students to consider the information they learned about their type of service, and jot down notes on the **Display Board Planner.**

- **Circulate** the room to monitor understanding and provide support as needed.

CITING SOURCES (10 min)

- **Introduce** the concept. **Say:** *Have you ever had a great idea come to you that someone else claimed as their own? How does it feel to have someone else take credit for what you came up with? When we gather information and ideas from others, we need to give credit. We do this by "citing" the source. This means we include details about where we got our information.*
- **Display Resource 6: Display Board Planner.** Point out the For More Information section. Explain that students will include citations on their Display Board to acknowledge where information came from.
- **Review** citation styles for different types of sources. Explain to students that when citing a source, they should include the following information: the author; title of the article or name of website; publisher information; date published; and date the information was accessed (if using an online source).
- **Record** an example in the displayed **Resource 6: Display Board Planner**: *The Humane Society of the United States (2015). Web. 25 May 2015.*
- **Support** students as they work to cite the sources used by group members and record them in the space provided on the **Display Board Planner.**

SUPPORT Display or print a resource with guidance on citing various sources, such as websites, online articles, etc.

Independent Practice **WRITING A DRAFT** (10 min)

SUPPORT Record a list of transitional words and phrases and post it in a prominent area of the room for easy reference.

SUPPORT Provide sentence frames to help students draft their responses.

- **Introduce** transitional words and phrases. Explain that these help connect ideas in a text. Generate a few examples with students (e.g., *in addition; also; for instance; as a result; in summation*).
- **Model** how to use the notes from the **Display Board Planner** to write a draft response using transitions.
- **Guide** students to draft their responses on **lined paper** or **index cards**. Encourage students to use at least one transitional word or phrase.
- **Circulate** to monitor and provide support as needed.

Closing and Assessment **EXIT TICKET** (5 min)

SUPPORT Provide a sentence frame and a model response (e.g., The most challenging Group Guideline is listening actively. Our goal for next time is to wait for our turn to speak.)

- **Review** the student-generated Group Guidelines on the **Community Service Project** resource.
- **Direct** students to reflect on **Resource 9: Exit Tickets**. **Circulate** the room as students write. Pre-select two or more responses to the second question. Call on these students to share out with the class. Call on additional volunteers as time permits.

Making Revisions

- **Setting a Purpose** (5 Min)
- **Peer Feedback Guidelines** (10 Min)
- **Glows and Grows** (10 Min)
- **Revising and Finalizing Drafts** (15 Min)
- **Exit Ticket** (5 Min)

MATERIALS

- **Drafts**
- **Resource 3:** Display Board Rubric (1/group)
- **Resource 8:** Gathering Peer Feedback (1/student)
- **Resource 9:** Exit Tickets (1/student)
- **Index cards** or **lined paper**
- **Timer**

GRADE 5

TIME
45 minutes

LESSON STANDARD(S)

CCSS.ELA-LITERACY.W.5.5
With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

STUDENT OBJECTIVE(S)

I can revise my writing with help from my peers.

Model **SETTING A PURPOSE** (5 min)

SUPPORT Provide a sentence frame to facilitate interaction (e.g., I believe the quote means____).

- **Display** the John Updike quote: "Writing and rewriting are a constant search for what it is one is saying." Have students turn and talk about what they believe this quote means. Call on volunteers to share.
- **Explain** the value of revision. **Say:** *Before we submit work, it is important to review the writing. Today, we will do so with the help of our peers.*

PEER FEEDBACK GUIDELINES (10 min)

- **Display Resource 3: Display Board Rubric** and review the first three criteria and their descriptors for a 4 rating. **Say:** *We all strive to do our best. Let's review the description for the highest score for each criterion.*
- **Distribute Resource 8: Gathering Peer Feedback.** Explain the role of the person giving feedback. **Say:** *When reviewing your peer's draft, keep the 4 rating descriptors in mind. Consider how you might rate your peer in each area. Then write down one positive comment, or Glow, and one suggestion, or Grow.*
- **Explain** that each student will write his or her name on this resource, then pass it to the group member on their right. The group member will

read the draft, record feedback, then pass the draft and resource on their right, and so on, until everyone in the group has offered feedback.

- **Model** the process by recording your name on the first available line in the Glow section. Then model how to record one strength based on the rubric criteria (e.g., One strength was your **use of transitional phrases to clearly connect your ideas.**).
- **Demonstrate** how to record your name on the first available line of the Grow section and write one suggestion (e.g., One suggestion I have is **to include one more fact to strengthen your response.**).

> **SUPPORT** Remind students to provide feedback that is specific and respectful. Generate a few examples and post them on the board.

GLOWS AND GROWS (10 min) Guided Practice

- **Direct** students to record their names on **Resource 8: Gathering Peer Feedback** and pass it along with their drafts to the person on their right. Use a timer to provide 2 minutes for the first round of feedback. After 2 minutes, announce that students need to pass the papers to the right.
- **Continue** to provide 2 minutes of feedback time until drafts have circulated to everyone in the group.
- **Provide** 2 more minutes for students to read the feedback from group members and to ask for clarification as needed.

> **SUPPORT** Display sentence frames to help students ask for clarification on feedback **Say:** *(Name), I am not sure I understand what you mean by __. Can you explain it to me?*

> **SUPPORT** Number group members and have them ask for clarification in numerical order.

REVISING AND FINALIZING DRAFTS (15 min) Independent Practice

- **Provide** time for students to revise their drafts using the suggestions from their peers. Have students write final drafts on **index cards** or **lined paper** for inclusion on the display board.
- **Circulate** to monitor and provide support as needed.

> **EXTEND** Have students type and print final drafts. Remind students to use a larger font (e.g., 24-pt type or larger) to improve visibility during the presentation.

EXIT TICKET (5 min) Closing and Assessment

- **Have** students respond to the third question on **Resource 9: Exit Tickets:** *What was one improvement you made to your final draft?*
- **Provide** 2 minutes for students to respond. Then have them take turns reading aloud their responses in their groups.

> **SUPPORT** Offer a sentence frame for reporting out to the group (e.g., One improvement I made to my final draft was _____).

Finalizing Visual Displays

AGENDA

- **Revisiting the Rubric (**5 Min)
- **Gathering Images** (10 Min)
- **Finalizing Display Boards** (15 Min)
- **Introducing Presentation Skills** (10 Min)
- **Exit Ticket** (5 Min)

GRADE 5

TIME
45 minutes

LESSON STANDARD(S)

- **CCSS.ELA-LITERACY.SL.5.4**
  Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- **CCSS.ELA-LITERACY.SL.5.5**
  Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

MATERIALS

- **Final Drafts**
- **Resource 3:** Display Board Rubric (1/group)
- **Resource 4:** Presentation Rubric (1/group)
- **Resource 9:** Exit Tickets (1/student)
- **Poster board** (1/group)
- **Glue, glue sticks**, or **tape**
- **Magazines** (optional)
- **Scissors** (optional)
- **Colored pencils/markers** (optional)

STUDENT OBJECTIVE(S)

- I can speak clearly and at an appropriate pace while reporting on a topic.
- I can create an appealing visual display on my topic.

Model   **REVISITING THE RUBRIC** (5 min)

- **Display Resource 3: Display Board Rubric** and review the last criterion: Visual Appeal. Read aloud the descriptor for a 4 rating.
- **Introduce** the task. **Say:** *Today, we will finalize our display boards, attaching our final drafts and adding visuals. Visuals can be images from the internet, from magazines, or hand-drawn—as long as they relate to the topic and satisfy the rubric criterion.*

Guided Practice   **GATHERING IMAGES** (10 min)

SUPPORT If students are creating a brochure, distribute unlined paper and create a trifold. Have students use Resource 7: Brochure Planner as a guide for placing art and information.

- **Distribute art supplies** (e.g., magazines, colored pencils, markers) so that students can add visuals to their display.
- **Suggest** that each group member create a visual to go with the section they wrote. Remind students that to earn a 4 rating, they need at least 4 visuals.

![Classroom, Inc.]

- **Provide** time for students to gather or create images for their display. Remind students that images need to be directly related to their topic and large enough to be seen from anywhere in the room.

FINALIZING DISPLAY BOARDS (15 min) Independent Practice

- **Distribute poster board** and **adhesive** (e.g., glue, glue sticks, tape) to each group.
- **Support** students by helping them fold a right flap and left flap. Remind students to refer to **Resource 6: Display Board Planner** for a suggestion on how to lay out content.
- **Provide** time for students to place their final drafts and final visuals on their displays.

INTRODUCING PRESENTATION SKILLS (10 min)

- **Guide** students to consider what makes a strong presentation. Have them reflect back to the Kid President video from Lesson 1. **Ask**: *What made the speech strong?* (It was engaging; he spoke directly to the audience; he made appropriate eye contact.)
- **Distribute** and display **Resource 4: Presentation Rubric**. Review the four criteria, or presentation skills: eye contact; voice; pacing; and confidence.
- **Model** examples and non-examples of each. **Say:** *When speaking in front of an audience, it is important to make eye contact. Notice what happens when I look up or at the floor as I speak. How do you respond as a member of the audience? How does it affect how well you focus on what I am saying?* (It is difficult to hear you; it looks like you are not sure of yourself; etc.) *Now see the difference when I look at you, the audience, as I speak. Note that I'm looking at the whole audience, not just one person.*

> **EXTEND** Replay Video: "How to Change the World (a Work in Progress)" **http://tinyurl.com/qx46jvs** and have students evaluate the presentation using the Presentation Rubric criteria.

> **EXTEND** Have students rehearse their speeches in their groups while applying presentation skills.

EXIT TICKET (5 min) Closing and Assessment

- **Have** students respond to the fourth question on **Resource 9: Exit Tickets:** *How prepared are you to present? What is one thing you can do to be better prepared?* Provide 2 minutes for students to record responses. Then have students share responses with group members.

> **SUPPORT** Number students in each group, then have them share responses in numerical order.

Presenting Your Research

GRADE 5

TIME
45 minutes

AGENDA
- **Flash Feedback** (5 Min)
- **Rehearsing Presentations** (10 Min)
- **Group Presentations** (25 Min)
- **Exit Ticket** (5 Min)

LESSON STANDARD(S)
- **CCSS.ELA-LITERACY.SL.5.4**
  Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- **CCSS.ELA-LITERACY.SL.5.5**
  Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

MATERIALS
- **Final Display Boards**
- **Resource 3:** Display Board Rubric (1/group)
- **Resource 4:** Presentation Rubric (1/group)
- **Resource 9:** Exit Tickets (1/student)

STUDENT OBJECTIVE(S)
- I can speak clearly and at an appropriate pace while presenting on a topic.
- I can include a visual display on my topic

Model **FLASH FEEDBACK** (5 min)

- **Model** non-examples of presentation skills as you address the class (slouching, looking down at notes, mumbling, speaking in a monotone). **Say:** *We have worked hard all week. Today you will use your visual board and presentation to share what you know.* Then look at the audience with a confident voice and posture, **saying:** *If you were giving me feedback on my presentation just now, what would you say? Draw from the Presentation Rubric descriptors to share your suggestions. Remember to remain respectful, even when offering suggestions for improvement.*
- **Have** students refer to **Resource 4: Presentation Rubric** and write down one suggestion.
- **Explain** that starting at one end of the room, students should share feedback one after the other until everyone in the room has offered a suggestion.

SUPPORT Generate some sentence frames for providing feedback in a respectful manner. Record frames and display them for reference (e.g., I would suggest _____;You might consider_____).

- **Remind** students that they will be presenting as a group today and will be evaluated on their presentation as well as their visual display. **Say:** *Since we all want to improve our skills, there will be an opportunity to give each other helpful feedback.*

REHEARSING PRESENTATIONS (10 min) Guided Practice

- **Display Resource 4: Presentation Rubric**. Review the four presentation skills on which students will be evaluated.
- **Provide** time for students to rehearse their presentations in their groups. Remind them to consider their speaking order and to practice the presentations skills.
- **Circulate** the room to provide feedback as needed.

> **SUPPORT** Have students write down 2-3 key talking points on an index card for reference when presenting.

GROUP PRESENTATIONS (25 min) Independent Practice

- **Identify** the order in which groups will present.
- **Review** the role of the audience during presentations. Develop and record a list of 3-5 guidelines for an attentive audience (e.g., facing the speakers; making eye contact; sitting up straight; refraining from side conversations).
- **Ask** groups to give you a copy of **Resource 4: Presentation Rubric** with the group members' names prior to their presentation.
- **Guide** students to review the **Presentation Rubric.** Call on 2-3 individuals to offer the presenters Glows, and 2-3 individuals to offer them Grows.
- **Call** on the next group to present, and repeat the process until all groups have presented.
- **Collect** visual display boards or brochures and grade them separately, using the **Display Board Rubric** submitted by the group.

> **EXTEND** After presenting, have each group member write a "Glows/Grows" self-reflection, identifying one "Glow" and one "Grow" for their group.

EXIT TICKET (5 min) Closing and Assessment

- **Reflect** on the project overall. **Say:** *We have all had the chance to learn and share our knowledge about community service. Let's consider what you can do. How can you make a difference? Why is it important to do community service?*
- **Read** aloud the last question on **Resource 9: Exit Tickets:** *Why is community service important? What is one act of service you want to commit to doing?*
- **Have** students respond in the space provided. Monitor and review responses. Read aloud a few examples as you circulate the room. Allow volunteers to share their ideas about commitments.

> **EXTEND** Show 1:00 minute of the video "I Pledge" **http://tinyurl.com/kg8zue4** before students complete the Exit Ticket.

> **SUPPORT** Provide sentence frames (e.g., Community service is important because ____; I will commit to ____).

> **EXTEND** Encourage students to match words with their academic synonyms (e.g., benefit, recipient).

COMMUNITY SERVICE PROJECT

Serving My Community: How Can You Make a Difference?

Description: Consider the various ways you can make a difference in your community. Work with your group to research and present one type of community service. Create a visual to accompany your presentation and synthesize what you have learned. Your group will be evaluated on both the presentation and the visual display, as well as on how well they address these questions:

- What is the type of service?
- What are some examples of this type of service?
- How does this type of service benefit the recipient?
- How does this service benefit the community?
- Who is well-suited to volunteer for this type of service?
- How does this service benefit the volunteer?

GROUP MEMBERS

_____

_____

GROUP GUIDELINES

- _____
  _____
- _____
  _____
- _____
  _____
- _____
  _____
- _____
  _____
- _____
  _____

SENTENCE FRAMES FOR COLLABORATION

Building on Ideas

- _To build on [Name]'s idea, I think _____._
- _My idea is similar to [Name]'s. I would add that_
  _____ .
- _____
- _____

Disagreeing Respectfully

- _I understand [Name]'s point about _____,_
  _but let's also consider _____._
- _I understand the [Name]'s ideas, but my_
  _concern is _____._
- _____
- _____

"How to Change the World (A Work in Progress)"
BY KID PRESIDENT

There are lots of ideas how you can change the world. Some people think you should just complain about it. That won't change the world -- it will just make it mad! Some people think you have to have lots of money. Making it rain everywhere you go! Holla for a dollar!

Some people think you have to be really loud and yell a lot, like with a bullhorn shouting, "Hey you! Yeah you! Do it my way! Right now! You hear?"

Other people choose to just make fun of everything, "That's dumb. That's dumb. Everyone's dumb." It's easy to make fun of stuff, but it's cooler to make stuff!

Some people think changing the world can only be done by the smartest people in the world. Just put them in a room and let them figure it out. "The solution to world hunger? Food." Wow, that was like, so amazing.

Some people see the bad in the world and they just decide to ignore it. But that won't help anything.

Some people will think you have to be really famous -- super cool. In fact, lots of people think you have to be really powerful to make a difference, like being mayor or senator or president.

But the truth is a title doesn't make you more important. The world is changed by you. It's one person filled with love and they just have to live it out so they do something awesome. Then that person is filled with love and they do something awesome and it just goes on and on and on and on. And the next thing you know, everything's awesome.

Some people think it's impossible to change the world. Well, you can see why they could think that. Living in the world with kids who are hungry, people who are homeless, families who aren't happy. . . . . I'm just trying to figure it out like everybody else, man. I do know this though. Next time you feel overwhelmed or totally alone, remember this: things don't have to be the way they are.

The world is changed by ordinary people: little people living out big love! That's what gives the world a reason to dance.

So how do we change the world? At the start of this year, I asked all you guys to make the year more awesome! The time to be awesome is now! Make this year awesome for somebody else—whether it's helping the homeless with Socktober, throwing a parade for somebody, or giving an inspired gift! You helped prove that the Internet can be an awesome place! Thank you, but we're not done yet. This coming year, let's show the world what awesome really looks like. Love changes everything, so fill the world with it.

DISPLAY BOARD RUBRIC

Serving My Community: How Can You Make a Difference?

Group Members: _____

Criterion	4 Advanced	3 Proficient	2 Developing	1 Needs Improvement
Content and Ideas	Includes relevant facts and information. Cites at least 2 reliable sources of varying type (e.g., encyclopedia entry, article, online journal).	Includes mostly relevant facts and information. Cites 1-2 reliable sources.	Some relevant facts included. Cites at least 1 source.	No facts included or facts are not relevant to the topic. Citations may be missing.
Organization	Ideas are presented in a clear and logical way. Uses 2-3 transition words and/or phrases to connect ideas.	Ideas are clear. Uses at least 2 transition words and/or phrases.	Ideas are fairly clear, but may not be presented in a logical order. Uses at least 1 transition word and/or phrase.	Ideas are unclear. Transition words and phrases may be missing.
Language and Grammar	Uses at least 2 academic vocabulary terms accurately. Includes complete sentences with appropriate punctuation.	Uses at least 1 academic vocabulary term accurately. Most sentences are and use appropriate punctuation.	Attempts to use academic vocabulary terms, but may not do so accurately. Some sentence fragments or run-ons. Punctuation may be missing.	Inappropriate language use or incorrect use of academic vocabulary terms. Several grammatical errors.
Visual Appeal	Includes at least 4 visuals that are relevant, purposeful, and eye-catching.	Includes at least 3 visuals that are relevant and eye-catching.	Includes at least 2 visuals that are relevant.	Visuals are missing, distracting, irrelevant, or too small to see from a distance.

RUBRIC TOTAL: _____ **out of 16**

COMMENTS: _____

_____

_____

PRESENTATION RUBRIC

Serving My Community: How Can You Make a Difference?

Group Members: _____

_____

Criterion	4 Advanced	3 Proficient	2 Developing	1 Needs Improvement
Eye Contact	All group members maintain appropriate eye contact with audience.	Most group members maintain appropriate eye contact with audience.	Presenters often avert eyes or look down.	Presenters do not make eye contact with audience.
Voice	All group members speak in a loud and clear voice so all can hear.	Most group members speak in a loud and clear voice.	At times presenters are difficult to hear.	Presenters are inaudible.
Pacing	All group members engage audience by speaking at a steady pace and with appropriate intonation.	Most group members speak at a steady pace and with appropriate intonation.	At times presenters speak too quickly or too slowly.	Presenters speak too quickly/slowly for the audience to understand.
Confidence	All group members are well-prepared and rarely need to refer to written notes. They stand tall, face the audience, and speak with authority.	Most group members are prepared. They stand tall and face the audience.	Presenters often stumble on words or refer to notes. They may have poor posture or turning.	Presenters do not seem well-prepared and lack confidence in front of an audience.

RUBRIC TOTAL: _____ **out of 16**

COMMENTS: _____

_____

_____

BRAINSTORMING TYPES OF SERVICE

Serving My Community: How Can You Make a Difference?

SERVICE TO ANIMALS

- Create food/water stations for strays.
- Volunteer to walk dogs in an animal shelter.

- _____
- _____
- _____
- _____
- _____

SERVICE TO ELDERLY

- Volunteer with meal providing organization.
- Play board games at senior center.

- _____
- _____
- _____
- _____

SERVICE TO YOUNG CHILDREN

- Lead story time at a preschool
- Teach young children an arts and crafts project.

- _____
- _____
- _____
- _____

SERVICE TO THE HOMELESS

- Volunteer to serve food at a soup kitchen.
- Start a winter coat drive

- _____
- _____
- _____
- _____

DISPLAY BOARD PLANNER

Serving My Community: How Can You Make a Difference?

How does this service
benefit the recipient?

_____
_____
_____
_____
_____
_____
_____

Type of Service

Examples

- _____
  _____
- _____
  _____
- _____
  _____
- _____
  _____

Who is well suited to
volunteer for this type
of service?

_____
_____
_____
_____
_____
_____

How does this service
benefit the community?

_____
_____
_____
_____
_____
_____

For more information:
(citations)

- _____
- _____
- _____
- _____

How does this service
benefit the volunteer?

_____
_____
_____
_____
_____
_____

BROCHURE PLANNER

Serving My Community: How Can You Make a Difference?

**FRONT
(outside
brochure)**

For more information:
(citations)

- _____

_____

- _____

_____

- _____

_____

(Type of Service)

**BACK
(inside
brochure)**

**Who is well suited to volunteer
for this type of service?**

_____

_____

_____

_____

**How does this service
benefit the volunteer?**

_____

_____

_____

_____

Examples

- _____

_____

- _____

_____

- _____

_____

- _____

_____

- _____

_____

**How does this service benefit
the recipient?**

_____

_____

_____

_____

**How does this service benefit
the community?**

_____

_____

_____

_____

GATHERING PEER FEEDBACK

Serving My Community: How Can You Make a Difference?

Name: _____

Group: _____

GLOWS

- *I appreciated how you _____.*

- *One real strength was _____.*

- *I was impressed by the way you _____.*

- _____
- _____
- _____
- _____

GROWS

- *One suggestion I have is _____.*

- *Your writing would be even stronger if you _____.*

- *One area to focus on improving is _____.*

- _____
- _____
- _____
- _____

EXIT TICKETS

Serving My Community: How Can You Make a Difference?

Date: _____ /_____ /_____

In your own words, what is community service? Name one example of community service.

_____

_____

_____

Date: _____ /_____ /_____

Which of the Group Guidelines is the most challenging? How will you prepare to meet this challenge?

_____

_____

_____

Date: _____ /_____ /_____

What was one improvement you made to your final draft?

_____

_____

_____

Date: _____ /_____ /_____

How prepared are you to present? What is one thing you can do to be better prepared?

_____

_____

_____

Date: _____ /_____ /_____

Why is community service important? What is one act of service you want to commit to doing?

_____

_____

_____