

ESTIMATED TIME

3-4 hours or 2-3 class periods

PREREQUISITES

- This lesson should be completed after Lesson 1 or after community building activities in which students become acquainted with one another.
- Contact 2-5 upperclassmen and arrange for them to come to speak with your students. Ask them to be prepared to address the following questions.
 - Define what a community is and how it is reflected at the school.
 - Share one experience that demonstrated the community culture of the school.

RESOURCES AVAILABLE

- *Community Building Fishbowl Rubric*
- *Community Background*
- *Community Fishbowl Questions*
- *Community Fishbowl Data Collection*

ACROSS THE CURRICULUM

Understanding community is a crucial part of participation in any subject. It is also particularly relevant in learning about social studies.

LESSON GOAL

Define and describe community and compare and contrast different communities.

Essential Question

What is your role in the community?

Student Expectations

1. Participate in presentation and discussion with upperclassmen about perceptions of community
2. Participate in fishbowl community observation activity
3. Participate in discussions
4. Record observations, reflect on observations, and draw conclusions about community from them

LESSON OBJECTIVES

1. Evaluate what older students share about the school community and compare experiences.
2. Define community and compare and contrast different communities.
3. Observe communications within a community and draw conclusions about effective communication.
4. Demonstrate understanding of what a community is and one's role in a community.

RATIONALE

This lesson is intended to broaden students' understanding of community and the importance of their role in a community.



Community Fishbowl Rubric



Community Fishbowl Background



Community Fishbowl Data Collection

PROCEDURES: WHAT TO DO

- 1. WHOLE GROUP** Briefly talk to students about the essential questions for each grade level. Remind them that first year students' theme is community and tell them that they will be focusing on "What is your role in the community?" for this lesson. Hand out the *Community Building Fishbowl Rubric* to introduce the lesson and explain how it will be evaluated.
- 2. WHOLE GROUP** (30-60 minutes) Have students who have graduated or who are upperclassmen come in to talk to first year students. Have the older students share previous experiences that speak to the community/culture of the school.
- 3. WHOLE GROUP** Allow time for first year students to ask questions.

ASSESSMENT

Upperclassmen Discussion Evaluate what older students share about the school community and compare experiences.

- 4. WHOLE GROUP** After the older students leave, discuss what community means and what others consider community to mean concerning their school. Make a list of the different types of communities students know about. Hand out the *Community Background* information and have students compare their community list with the information. As a group write a definition of community.

ASSESSMENT

Class Discussion Define community and compare and contrast different communities.

- 5. WHOLE GROUP** Prepare students for the fishbowl activity by explaining that they will be divided into two groups: fish and fishbowl watchers. The fish will answer questions and discuss with one another. The fishbowl watchers will collect data on the community.
- 6. TWO GROUPS** (15-20 minutes per group) Divide the students into two groups – the bowl watchers and the fish. Give the fishbowl watchers the *Community Fishbowl Data Collection* sheets. The fish should form a circle of chairs facing each other. The bowl watchers should form a circle on the outside of the fish facing the direction of the fish – watching. As teacher, ask the fish the *Community Fishbowl Questions*. The teacher is the feeder – the "food" are the questions on community that the teacher will ask the fish. The only role of the teacher is to feed the questions. The teacher will not make comments or help out the discussion at all. The fish will only answer the questions and discuss with one another. (Awkward silences will happen – it's okay!)

Fishbowl Questions

1. What is community?
2. What communities do you consider yourself to be a part of?
3. How would you define a community that you are a part of?
4. Are there positives and negatives to being a part of a community? If so, what are some examples of each?



Community Fishbowl Questions



Student Pages

5. How would you describe your school community?
 6. Looking at where you have come from and what communities you feel you are a part of, how do you feel you will fit into this (school) community?
 7. What are some ways you might become involved during your first year at this school?
- 7. TWO GROUPS** The bowl watchers will make tally marks on their **Data Collection** sheets based on who is speaking. They will probably not be able to keep up with every speaker. It's best to pick five people to concentrate on. The **Data Collection** sheet tells the bowl watcher what kinds of things to look for.

ASSESSMENT

Record their observations.

8. **TWO GROUPS** After the fish have answered all of the questions, switch groups and have the fish become the bowl watchers and the bowl watchers become the fish. Make sure the new group of bowl watchers each gets a **Data Collection** sheet. As the "feeder," run through the same questions again.
9. **WHOLE GROUP** After both groups have been fish, conduct a discussion about what people saw. What worked, what didn't? What were the most often marked categories on the data sheet? What do they need to work on then as a group? (30 minutes)

ASSESSMENT

Fishbowl Activity Participate in fishbowl activity. Observe communications within a community and draw conclusions about effective communications.

10. **INDIVIDUAL** Hand out a copy of the questions that the fish were fed. Have each student take some time and write out his or her answers to the questions. Encourage them to think about what was said during the activity, but also to think beyond those discussions. (15 minutes)
11. **WHOLE GROUP** When students are finished with the questions, go around the room and have each student talk about his or her answers, one question at a time. Go a little more in depth with this discussion. Get students to open up and share about themselves. Push them to give their opinions and not just agree with someone else's answers. (30 minutes)
12. **WHOLE GROUP** End the session by discussing some of the goals for the group for the semester, related to community. Discuss any outings or projects that your group will be involved in and ask if they have any ideas of places that are important to the community that they should be visiting and why.

REFLECTION

Have students write a reflection on the following. Have them use the

Sakai Assignments Tool to submit their reflections for evaluation.



ASSIGNMENT

INTEGRATING TECHNOLOGY

ANNOUNCEMENT

- Use Announcements to remind students of assignments and due dates.
- Announcements should be coordinated with Assignments and Schedule.

SCHEDULE

- Add Assignments to the Schedule

EVALUATE/REVIEW

- Student Assignments
- Student Portfolio
- Add a test or quiz if desired

LESSONS

- Review Lessons
- Add Resources if desired
- Change a Lesson if desired
- Schedule a Lesson
- Unschedule a Lesson

COMMUNICATE IF DESIRED

- Blogger
- Chat Room
- Drop box
- Mailtool
- Roster

Ohio Academic Content Standards

Grade 9 Language Arts

Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies

1. Apply reading comprehension strategies, including making predictions, comparing and contrasting, recalling and summarizing and making inferences and drawing conclusions.

Communication: Oral and Visual

1. Apply active listening strategies (e.g., monitoring message for clarity, selecting and organizing essential information, noting cues such as changes in pace) in a variety of settings.

2. Deliver informational presentations that

- a. Demonstrate an understanding of the topic and present events or ideas in a logical sequence.
- b. Support the controlling idea or thesis with well-chosen and relevant facts, details, examples, quotations, statistics, stories and anecdotes.

1. What is a community?
2. What is your role in different communities?
3. What would you like your role to be in the school community?

ASSESSMENT

Reflection Demonstrate understanding of what a community is and one's role in the community.

ASSESSMENT

Use the *Community Building Fishbowl Rubric* to evaluate student performance. Have students complete the rubric as a self-evaluation and then discuss the results.

DIFFERENTIATING INSTRUCTION

SPECIAL NEEDS

All students will enjoy and benefit from participation. Students on IEPs may require additional time to complete the reflections, a trusted student to help them complete the data collection, or teacher guidance to help them participate in the discussion. Advisors should always check with the school's IEP coordinator for specific strategies for students.

GIFTED AND TALENTED

Students can explore and research different types of communities in depth and present their findings.

ADDITIONAL RESOURCES

WEBSITE SOURCES

Preview sites for appropriateness before recommending them to students. If links are broken, search for similar information.

Community Building Activities

- Use National School Reform Faculty site in Bloomington, Indiana for additional resources and protocols related to community building.
<http://www.nsrffharmony.org/protocol/index.html>
- Use this Tolerance.org site for additional resources, video, public service announcements related to tolerance and community building.
<http://www.tolerance.org/teach/activities/activity.jsp?ar=676>

PRINT SOURCES

Community Building

- Kagan, Spencer. "Teaching for Character and Community." *Educational Leadership*, October 2001: 50-55. Use this article for more information about community learning.