

ESTIMATED TIME

2 class periods

PREREQUISITES

- The Community Building Lesson may be beneficial to create context for the students about the concept of *community*. Though helpful, this is not necessary for a full understanding of this lesson.

RESOURCES AVAILABLE

- *Introduction to Community Service Rubric*
- *Philosophy of Service Assignment*

ACROSS THE CURRICULUM

Service can happen in small ways every day and does not have to be part of a prearranged experience. Students serve one another every day by helping each other with homework, coaching each other in sports, and assisting each other in extracurricular activities. Helping students identify what service is can enable them to think through a service lens no matter what classroom they are a part of.

LESSON GOAL

Understand the meaning of service and reflect on how service is a part of life.

Essential Question

How do we serve the community?

Student Expectations

1. Discuss and debate the meaning and qualities of service.
2. Complete the Philosophy of Service assignment.
3. Complete a service reflection activity.

LESSON OBJECTIVES

1. Demonstrate understanding of the many aspects of social service.
2. Evaluate personal service experiences and potential service opportunities.
3. Construct a personal philosophy of service.
4. Identify opportunities to serve.

RATIONALE

Living in a consumer culture, students are surrounded by media messages persuading them to serve themselves and find ways to meet their own needs. One role we can play as educators is to challenge students to think outside of themselves and consider another person's point of view. Through wrestling with the concept of service, students are challenged to consider what others need. If our students develop attitudes of service, the entire school community will experience the positive effects. We need to foster these attitudes in our schools to prepare students for responsible citizenship in our world.



Introduction to Community Service Rubric

PROCEDURES: WHAT TO DO

1. WHOLE GROUP Bring to the class two types of cookies or other treats. As students come in and take their seats, begin asking them what kind of cookie they would like and serve them their choice. Once everyone has had a seat and enjoyed their cookies, begin a discussion deconstructing what you just did. Try to guide students in identifying your cookie giving as an act of service. Challenge them to process what constitutes service. Conduct a discussion including the following questions:

- What did I just do?
- Was it part of my job description as your teacher to serve you cookies? If not, why would I do this?
- What if it was written into my contract that I had to serve you cookies once a year? What if the principal gave me \$20 if I would bake you cookies today? Would this still be an act of service? Why or why not?
- I gave you cookies today because I care about you and wanted you to have a treat. What if I gave you cookies voluntarily but begrudgingly? What if I had a bad attitude about giving you the cookies? Would that still be service?
- What if these cookies were burnt and disgusting but I tried really hard to bake you a delicious batch of cookies? Would that still be service?

Some questions inspired by Service at the Heart of Learning: Teachers' Writings edited by Emily Cousins and Amy Mednick.

ASSESSMENT

Service Discussions Participate in discussion about service.

Hand out the *Introduction to Community Service Rubric* to introduce the lesson and explain how students will be evaluated.

2. SMALL GROUP Have students brainstorm a list of the characteristics of service in response to the following prompts:

- What makes something an act of service?
- What distinguishes service from work?
- Does service have to be voluntary? What about customer service at a store? Is that really service if those individuals are paid?
- How important is attitude in an act of service?
- What types of service have people done for you?
- What types of service have you done?

ASSESSMENT

Small Group Brainstorm Participate in small group discussion about characteristics of service.

3. WHOLE GROUP Have each small group elect a spokesperson and share the group's opinions about service. Write the different ideas expressed on the board.



Philosophy of Service Assignment



Student Pages

4. INDIVIDUAL After reflecting on their prior service experiences,



ASSIGNMENT 1

have students use the *Philosophy of Service Assignment* to create a service philosophy for their own lives. Explain that a philosophy is the most basic beliefs of an individual. Have students use the *Sakai Assignments Tool* to submit their work. In the activity students will consider the following.

- What is your belief about service? Be honest.
- If someone asked you what service means, what would you tell them?
- Do you think community service should be a requirement, or does that take away from the genuineness of serving others?

ASSESSMENT

Philosophy of Service Assignment Develop a thoughtful philosophy statement on the meaning of service.

5. WHOLE GROUP Have each student share one idea for serving his or her own community. Write all the ideas on the board. These ideas could be a starting point for future lessons on civic responsibility.

REFLECTION

Students will reflect on their personal experiences of service through the following prompts. Have students use the *Sakai Assignments Tool* to submit their reflections.



ASSIGNMENT 2

1. When have you been served in your life? How did that make you feel? Were you uncomfortable with this? Did you welcome this? Why or why not?
2. When have you served others? Why did you do this? How did this make you feel?
3. Think about the different communities you are a part of. What are some ways you can serve your community, whether that means your friends, family, school, team, or neighborhood?

ASSESSMENT

Service Reflection Complete thoughtful and thorough reflection on service.

ASSESSMENT

Use the *Introduction to Community Service Rubric* to evaluate student performance in the various aspects of this lesson.

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

Social Studies Citizenship Rights and Responsibilities

Benchmark B: Use data and evidence to support or refute a thesis.

Communicating Information

3. Analyze one or more issues and present a persuasive argument to defend a position.

Language Arts Research

7. Use a variety of communication techniques, including oral, visual, written or multimedia reports, to present information that supports a clear position about the topic or research question and to maintain an appropriate balance between researched information and original ideas.

DIFFERENTIATING INSTRUCTION

SPECIAL NEEDS

For students with IEPs, provide extended time to complete the Service Reflection. In the *Philosophy of Service Assignment*, the word philosophy may sound intimidating for some students. Talk through what the word means with them, reframing the question as “What does service mean to you?” If needed, plan on providing assistance in writing or keying the *Philosophy* and *Reflection* writing activities.

GIFTED AND TALENTED

Gifted and talented students can act as peer tutors to help other students understand what a philosophy is. Also, you can challenge these students to think up a community service action plan. For very ambitious students, challenge them to carry it out and reflect on the outcome. This will be an assignment for all the students later in the course, so these students could get a head start and act as an example for others.

ADDITIONAL RESOURCES

BOOK SOURCES

Use these books to learn more about real world service learning.

- Cousins, Emily, and Amy Mednick eds. *Service at the Heart of Learning: Teacher's Writings*. Kendall/Hunt Publishing, 1999.
- Watters, Ann, and Marjorie Ford. *A Guide for Change: Resources for Implementing Community Service Writing*. McGraw-Hill, 1994.

WEBSITE SOURCES

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

- Visit www.epa.gov/teachers/community-svc-projects.htm to see what other educators are doing to promote community service with their students.