

### ESTIMATED TIME

1 class period for planning and considerable time to implement plans

### PREREQUISITES

- Complete Lesson 14 Introduction to Civic Responsibility in which student groups brainstormed ideas for action projects.

### RESOURCES AVAILABLE

- **Action Project Proposal**
- **Action Project Proposal Rubric** (specific rubric for proposal)
- **Civic Responsibility Project Proposal Rubric** (general rubric for lesson)

### ACROSS THE CURRICULUM

One goal across the curriculum is for students to become more self-directed. This lesson provides opportunity and structure for students to implement their ideas. This takes the focus off the teacher and onto the students. With support, guidance, and structure, students can take ownership for their learning and produce authentic, important work. These skills can be utilized in every classroom.

### LESSON GOAL

Create an action-centered proposal that is realistic, innovative, and collaborative.

### Essential Question

How do I create an action-centered proposal based on civic responsibility?  
How do I identify topics and develop action-based questions?

### Student Expectations

1. Revisit list of potential ideas for action project.
2. Self-select action project group based on common action plan interests.
3. Review strategies for effective teamwork.
4. Complete action project proposal as a group.
5. Begin submitting a log of progress on Blogger.
6. Write a reflection about developing an action plan.

### LESSON OBJECTIVES

1. Practice strategies for creating effective, realistic, and detailed action project proposals.
2. Review and apply strategies for effective teamwork.

### RATIONALE

Students often feel powerless to contribute meaningfully to their communities. Also, when given a complex task, students often become paralyzed and don't know how to take initiative. This lesson is designed to give students the tools and strategies necessary to enact change and meet a real need. This lesson provides structure for students so they can make a realistic, detailed plan for their action project. The action project proposal breaks down the complex task of the action project into individual sections. This will help students define their project and plan ahead accordingly. Students need scaffolding when developing self-direction. This lesson provides structure for the students while enabling them to take ownership of their learning.



Civic Responsibility Project Proposal Rubric



Action Project Proposal



Action Project Proposal rubric

## PROCEDURES: WHAT TO DO

- 1. WHOLE GROUP** Hand out the *Civic Responsibility Project Proposal Rubric* to provide an overview of the lesson and explain how students will be evaluated. Revisit the ideas listed in the Forum from Lesson 14 *Introduction to Civic Responsibility*. Break into groups of three to four based on a common project idea interest.
- 2. SMALL GROUP** Give each group time to talk through its idea and make a decision on what action project they plan to implement. Students don't need to hash out the details at this point. They just need to agree on an idea.

### ASSESSMENT

**Small Group Decision** Work in a group to decide on a project idea.

- 3. WHOLE GROUP** Communicate that effective collaboration will be a key element to a successful action project. Students will be working closely with one another to carry out this project. Knowing how to effectively work as a team will be essential to a satisfying, productive experience. Review Lesson 15 on *Teams and Teamwork* to establish strategies with students.

### ASSESSMENT

**Teamwork Review** Apply strategies for effective teamwork from previous lesson.

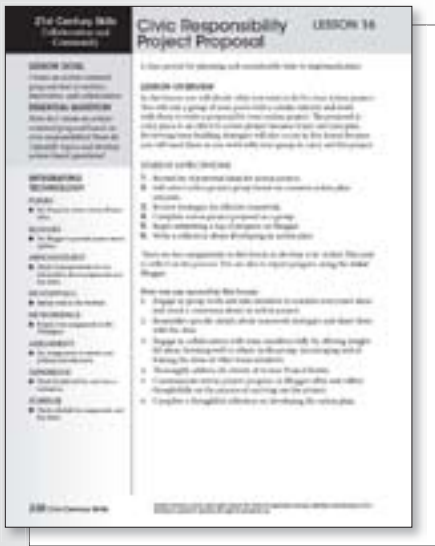
- 4. SMALL GROUP** Have each student complete all sections of the *Action Project Proposal* in their teams. Hand out the *Action Project Proposal Rubric* to show students what you expect in the proposal. The criteria include the following.



## ASSIGNMENT 1

1. Address an authentic need in the community.
2. Be of personal significance to the group.
3. Includes SMART (specific, measurable, attainable, reasonable, time bound) goals.
4. Includes detailed steps.
5. Delegates tasks among the group.
6. Provides a clear timeline.
7. Predicts potential roadblocks.
8. Identifies resources.

Provide lots of support for students during this collaborative work session. Encourage them to use specific details and be realistic in their expectations and plans. Discuss their proposals as they are developing them and provide suggestions for greater thoroughness and practicality. The more specific and reasonable the proposal is, the more likely the students will have success carrying it out. When groups have completed their *Action Plan Proposals*, have each group member use the *Sakai* Assignments Tool to submit his or her proposal for your evaluation.



Student Pages

## ASSESSMENT

**Action Project Proposal Collaboration** Collaborate effectively with team members.

## ASSESSMENT

**Action Project Proposal Rubric** Addresses all criteria of the Action Project Proposal Rubric.

- 5. INDIVIDUAL** After your review of the proposals, have students begin work on their projects. Have students post their progress on the *Sakai* Blogger at the end of each week. This will give you an idea of how they are coming along, and it will help students to manage their time as they implement their project. Students can also use Chat or the Mailtool to communicate with their team members when not in class. Meeting both in and outside of class when carrying out this project is essential for student success.

Students should reflect on the following questions each time they submit an entry on Blogger:

1. What is the latest step you have taken to implement your action project?
2. What has been challenging so far? What has gone well?
3. How are you currently feeling about the progress of your action project?

## ASSESSMENT

**Blogger** Use to communicate progress on action project and reflect on process of carrying out the project.

## REFLECTION

Have students reflect, in writing, on the process of creating a plan for an Action Project by considering the following questions. When finished have them use the *Sakai* Assignments Tool to submit their reflections for evaluation.



## ASSIGNMENT 2

1. How did your group decide on a project?
2. How well did your group work together?
3. What was the most difficult part of developing your plan?
4. What do you think will be the most challenging part of carrying out your plan and why?
5. What are you looking forward to doing in your project?

## ASSESSMENT

**Reflection** Reflect on the process of developing an Action Project Plan.

## INTEGRATING TECHNOLOGY

### FORUM

- Use Forum to review action plan ideas from Lesson 14.

### BLOGGER

- Review student project status on Blogger.

### 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.

## Ohio Academic Content Standards

### English Language Arts Grade 10

#### Writing Process

##### Prewriting

1. Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas.
2. Determine the usefulness of and apply appropriate pre-writing tasks (e.g., background reading, interviews or surveys).
3. Establish and develop a clear thesis statement for informational writing or a clear plan or outline for narrative writing.
4. Determine a purpose and audience and plan strategies (e.g., adopting focus, content structure, and point of view) to address purpose and audience.
5. Use organizational strategies (e.g., notes, outlines) to plan writing.

#### Social Studies

##### Citizenship Rights and Responsibilities

Students use knowledge of the rights and responsibilities of citizenship in order to examine and evaluate civic ideals and to participate in community life and the American democratic system.

**Benchmark A:** Analyze ways people achieve governmental change, including political action, social protest and revolution.

1. Describe and compare opportunities for citizen participation under different systems of government including:
  - a. Absolute monarchies;
  - b. Constitutional monarchies;
  - c. Parliamentary democracies;
  - d. Presidential democracies;
  - e. Dictatorships;
  - f. Theocracies.

## ASSESSMENT

Evaluate the action project proposal with the **Action Project Proposal Rubric**. Evaluate student performance in the lesson with the **Civic Responsibility Project Proposal Rubric**.

## DIFFERENTIATING INSTRUCTION

### SPECIAL NEEDS

Place students with IEPs in a group of students who will work well as a team and make sure everyone is included in the plan. Plan on providing support for writing the Blogger entries for students with special needs.

### GIFTED AND TALENTED

Challenge gifted and talented students to develop innovative, involved action plans. Encourage them to support their team members as they delegate tasks for the project. Sometimes gifted students end up with all the work in a group project because they are typically responsible and perform well. Suggest that they hand over tasks to others and empower their classmates to do an equal part in the project.

## ADDITIONAL RESOURCES

### BOOK SOURCES

Use these resources to learn more about student action projects.

- Cairn, Rich Willits, and Dr. James C. Kielsmeier (eds). *Growing Hope: A Sourcebook on Integrating Youth Service into the School Curriculum*. National Youth Leadership Council, 1995.
- Eyler, Janet, and Jr. Dwight E. Giles. *Practitioner's Guide to Reflection in Service-Learning: Student Voices and Reflections*. [http://www.servicelearning.org/lib\\_svcs/pubs/](http://www.servicelearning.org/lib_svcs/pubs/), 1996.
- Smilow, Peri. "How Would You Like to Visit a Nursing Home?" *Equity & Excellence in Education* 26, no. 2 (September 1993).

### WEBSITE SOURCES

- Go to the Association of Community Organizations' website at [www.acorn.org](http://www.acorn.org) to learn about ways this organization is working toward social justice and building stronger communities.
- Action Without Borders website ([www.idealists.org](http://www.idealists.org)) includes a directory of thousands of nonprofit websites, an online library for nonprofits, and a database of volunteer opportunities both nationwide and internationally.
- Guide students to the National Community Building Network at [www.ncbn.org](http://www.ncbn.org) to learn about locally driven urban initiatives working to reduce poverty. This website seeks to strategically build community and create social and economic opportunity.