

ESTIMATED TIME

3 class periods

PREREQUISITES

- Lesson 14 *Introduction to Civic Responsibility*
- Lesson 16 *Civic Responsibility Project Proposal*
- At this point, students should have completed their Action Projects.

RESOURCES AVAILABLE

- *Action Project Self Assessment*
- *Action Project Presentation Guidelines*
- *Action Project Presentation Rubric*
- *Civic Responsibility Lesson Rubric*
- *Final Reflection on Action Project*

ACROSS THE CURRICULUM

Students need presentation skills in nearly every class. The tips and rubric offered in this lesson could be used across the disciplines. Also, using a self assessment is always helpful to promote reflection, self awareness, and self direction. Adapt the self assessment to fit a project for any class.

LESSON GOAL

Reflect on personal actions of civic responsibility and present the Action Project as a group.

Essential Question

How can I develop civic responsibility?

Student Expectations

1. Complete a self assessment of work on the Action Project.
2. Work in team to create a presentation of the Action Project.
3. Present Action Project to the class.
4. Write a final reflection about the Action Project.

LESSON OBJECTIVES

1. Reflect on civic responsibility and how it was developed and achieved through the Action Project.
2. Develop organization, communication, and collaboration skills by presenting the action project plan, follow through, and results.
3. Deliver a clear, engaging presentation of Action Project.

RATIONALE

One of the key components to experiential education is reflection. This lesson seeks to create space for reflection on the involved, challenging Action Project. This project gives students the opportunity to pursue something they are interested in and gives them structure and support to carry out their ideas. There will be many bumps in the road as well as many victories. It is important to capitalize on those learning moments with deep, thorough reflection. That is where real learning takes place.

Also, this project offers great opportunity for self-direction. This lesson provides students space to reflect on their self-direction ability. It also demands that students put all the pieces together in a final group presentation. The presentation necessitates organization, communication, and collaboration skills. Students also practice self-assessment in this lesson, another essential aspect of developing self-direction and self awareness.



Civic Responsibility Rubric



Action Project Self-Assessment



Action Project Presentation Guidelines

PROCEDURES: WHAT TO DO

1. INDIVIDUAL Hand out the *Civic Responsibility Rubric* to introduce the



ASSIGNMENT 1

lesson and explain how students will be evaluated. Review student projects and then have them complete the *Action Project Self Assessment* individually. This will help students to start thinking through how well they accomplished the project. Some aspects of the assessment are focused on how the individual performed. Other parts focus on how the team performed. When they are finished, have them use the *Sakai* Assignments Tool to submit their self assessments.

ASSESSMENT

Action Project Self Assessment Complete the *Action Project Self Assessment*.

2. WHOLE GROUP Introduce the requirements of the project presentation by distributing the *Action Project Presentation Guidelines* and *Rubric*.



ASSIGNMENT 2

Then have students create multimedia presentations that describe their projects. If need be, have them refer to the instructions for creating multimedia presentations in Level A Lessons 23, 24, 28, and 34 in which students learn how to develop and make multimedia presentations. Review these points.

- Face the audience when speaking, not the projected slideshow.
- Use a font that is clear and large enough to see from the back of the room.
- A multimedia presentation should highlight the main points and act as a cue for your further explanation.
- Use the slide as a reference; do not read from the slide.
- Keep it simple. Animation and cluttered pictures can be distracting to the audience.

3. SMALL GROUP Give students time in class to plan, organize, and rehearse their presentations. Have students practice presenting in front of another team. Have the practice audience complete an *Action Project Presentation Rubric* for the rehearsing team as feedback.

ASSESSMENT

Peer Feedback Assess presentations using an *Action Project Presentation Rubric* for each presentation viewed.

4. WHOLE GROUP Have each team present its final presentation. Leave time for questions at the end of the presentation. When complete, have students use the *Sakai* Assignments Tool to submit their presentations for evaluation.

ASSESSMENT

Action Project Presentation Give Action Project presentations to the class.

The table is titled 'Action Project Presentation Rubric' and is part of 'Lesson 27'. It contains a grid with multiple rows and columns, likely representing different criteria and performance levels for the presentation.

Action Project Presentation Rubric

The form is titled 'Final Reflection on Action Project' and contains eight numbered questions for students to reflect on their experience. The questions are:

1. Do you think you have changed the world in some way? How do you know?
2. Did you experience any challenges? How did you overcome them?
3. What did you learn from this experience?
4. If you could do it all over again, what would you do differently?
5. What did you learn about leadership through this project? How do you plan to use it?
6. What advice did you receive from your peers? How do you plan to use it?
7. How do you think you will be impacted by this project?
8. How do you think you will impact the world?

Final Reflection on Action Project

This section is titled 'Civic Responsibility' and 'LESSON 27'. It includes a list of 'LEARNING OBJECTIVES' and 'ASSIGNMENTS'. The assignments listed are:

- ASSIGNMENT 1: Have been completed over Action Project. Have students do a self-reflection on their experience and submit it to the Sakai Assignments tool.
- ASSIGNMENT 2: Have students do a self-reflection on their experience and submit it to the Sakai Assignments tool.

Student Pages

REFLECTION

Have students complete the **Final Reflection on Action**

Project in which they reflect thoroughly on the entire Action Project from start to finish. Encourage students to look back on their Blogger log to see what they encountered along the way. Have students use the **Sakai** Assignments Tool to submit their reflections for evaluation.



ASSIGNMENT 3

ASSESSMENT

Final Reflection on Action Project Complete the **Final Reflection on Action Project**.

ASSESSMENT

Students evaluate themselves with the **Action Project Self Assessment**. Students evaluate each other's presentations using the **Action Project Presentation Rubric** during their rehearsals. Assess the student presentations with the same rubric. Evaluate the reflection with the **Civic Responsibility Lesson Rubric**.

INTEGRATING TECHNOLOGY

BLOGGER

- Review Action 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.

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

English Language Arts Grade 10

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.

Communication: Oral and Visual

Speaking Applications

9. Deliver formal and informal descriptive presentations that convey relevant information and descriptive details.

DIFFERENTIATING INSTRUCTION

SPECIAL NEEDS

Students with IEPs can present in front of a teacher alone if they are uncomfortable in front of the group. Students can also receive extended time to complete the reflection.

GIFTED AND TALENTED

Students can give helpful feedback to other classmates when rehearsing the presentation. Students can also be required to write more thorough, detailed reflections on the project. Also, students could continue carrying out their project if they designed something long term, such as starting an extracurricular club or volunteering at a local food pantry.

ADDITIONAL RESOURCES

BOOK SOURCES

Use the resources to develop understanding about the power of community service learning.

- Diane Hedin. Proceedings of the Academy of Political Science, Volume 37,. "The Power of Community Service." *Proceedings of the Academy of Political Science* 37 (1989): 201-213.
- Karla Gottlieb (ed), Gail Robinson (ed). *A Practical Guide for Integrating Civic Responsibility into the Curriculum*. Community College Press, 2006.
- Kinsley, Carol W., and Kate McPherson. *Enriching the Curriculum Through Service Learning*. Association for Supervision and Curriculum Development, 1995.