

Instructional Recipe

How Can Individuals and Groups Improve Communities?

Third Grade, Social Studies & Language Arts

Step 1 – Ask

Objectives: Students will develop an action plan for improving the school community. Students will implement and evaluate their plans.

Introduction: Ask students to discuss, in pairs, a time when they helped someone else. Let students share with the whole class examples of ways they have made a difference in the lives of others. October 23 is international Make a Difference Day.



“Volunteers plant flowers.” Online Photograph. EBSCO Image Collection. 4 July 2008
<http://search.ebscohost.com/login.aspx?direct=true&db=imh&AN=imh308249&site=srck5-live>>.

Ask:

- ★ What are some groups that help make communities around the world better places to live? (e.g., Red Cross, Habitat for Humanity, Salvation Army, etc.) What do those groups do?
- ★ What can individuals do to make a difference in their community?
- ★ How can you create and execute a plan to make a difference in your community?

Vocabulary:

- ★ volunteer
- ★ organization
- ★ community service

Social Studies TEKS:

(3.11) **Citizenship.** (A) give examples of community changes that result from individual or group decisions; (B) identify examples of actions individuals and groups can take to improve the community; and (C) identify examples of nonprofit and/or civic organizations such as the Red Cross and explain how they serve the common good.

(3.18) **Social Studies Skills.**

(A) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution; and (B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.

English/Language Arts TEKS:

(3.12) **Reading/inquiry/research.** (D) use multiple sources such as an encyclopedia, technology, and experts to locate information that addresses questions; (G) organize information in systematic ways, including notes, charts, and labels.

Technology Application TEKS:

(4) **Information acquisition.** (A) apply appropriate electronic search strategies in the acquisition of information including keyword and Boolean search strategies. (5) **Information acquisition.** (A) acquire information including text, audio, video, and graphics.

Step 2 – Investigate

Search ***Searchasaurus*** using keyword searches such as “community service” or volunteer.

K-12 Databases Resources:

- ★ [Got Problem? Get a PLAN](#). By: Bledsoe, Karen. Appleseeds, Sep2005, Vol. 8 Issue 1, p10-11, 2p, 2 cartoons; Reading Level (Lexile): **590**; (AN 18191846)
- ★ [Monkeyshines is always shining on you, especially when you want to help others](#). Monkeyshines on America, Dec1998 Florida Issue, p40-40, 1p; Reading Level (Lexile): **530**; (AN 12922010)
- ★ [You can be a can-do kid!](#) By: Allexenberg, Roseanne. Ranger Rick, Apr98, Vol. 32 Issue 4, p32, 3p, 3 color; Reading Level (Lexile): **630**; (AN 346007)
- ★ [Guide-Dog Puppy Raisers](#). By: Schultz, Angela W.. Appleseeds, Sep2005, Vol. 8 Issue 1, p26-27, 2p, 6c; Reading Level (Lexile): **640**; (AN 18191855)
- ★ [Monkeyshines Project Page for doing and sharing compassionate Acts](#). Monkeyshines on Health & Science, Mar2001 Compassion & **Caring**, p21, 2p; Reading Level (Lexile): **560**; (AN 4752707)

Additional Websites:

Kids Care Clubs- <http://www.kidscare.org/>

Take Pride in America- <http://www.takepride.gov/index.html>

Books:

Being a Good Citizen by Mary Small

Do Something in Your Country by Amanda Rondeau



Step 3 – Create

Students will take notes using a template such as the following:

Group or Individual	Difference Made in the Community	Source

- ★ On the back of the notetaking sheet, students will note steps that individuals/groups use in **planning** service projects.
[Note: A number of model action plans are available in the EBSCO resources listed above.]

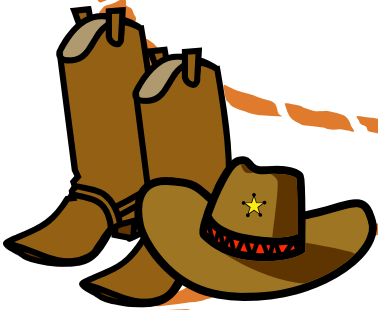
🔗 **Technology Link** – Students may use a word processing program such as Microsoft word to record their notes or action plan steps.

Step 4 – Discuss

Project- Making a Difference in the School Community

1. Students, in small groups, will create a multi-step action plan for implementing a community service project at their school. The plan should have at least five steps.
2. Students will implement their community service plan.
3. Students will evaluate on the effectiveness of their community service project.
4. Students will report on their project to the class and, if possible, to campus administration or counselors.

🔗 Technology Link - Students can document their project via an electronic slide show using software such as PowerPoint.



Step 5 – Reflect

Allow students to present their projects to the rest of the class. Use the following suggested rubric to assess the students' work. Make sure that the students are familiar with the rubric *before* they begin creating their project. They should refer to the rubric repeatedly to monitor their progress in creating their project.

🔗 Technology Link: You can also create your own rubric with your students at <http://rubistar.4teachers.org/index.php>.

Rubrics

Community Service Project— Group Work

CATEGORY	4	3	2	1
Contributions	Routinely provides useful ideas when participating in the group and in classroom discussion. A definite leader who contributes a lot of effort.	Usually provides useful ideas when participating in the group and in classroom discussion. A strong group member who tries hard!	Sometimes provides useful ideas when participating in the group and in classroom discussion. A satisfactory group member who does what is required.	Rarely provides useful ideas when participating in the group and in classroom discussion. May refuse to participate.
Problem-solving	Actively looks for and suggests solutions to problems.	Refines solutions suggested by others.	Does not suggest or refine solutions, but is willing to try out solutions suggested by others.	Does not try to solve problems or help others solve problems. Lets others do the work.
Focus on the task	Consistently stays focused on the task and what needs to be done. Very self-directed.	Focuses on the task and what needs to be done most of the time. Other group members can count on this person.	Focuses on the task and what needs to be done some of the time. Other group members must sometimes nag, prod, and remind to keep this person on-task.	Rarely focuses on the task and what needs to be done. Lets others do the work.
Monitors Group Effectiveness	Routinely monitors the effectiveness of the group, and makes suggestions to make it more effective.	Routinely monitors the effectiveness of the group and works to make the group more effective.	Occasionally monitors the effectiveness of the group and works to make the group more effective.	Rarely monitors the effectiveness of the group and does not work to make it more effective.
Time-management	Routinely uses time well throughout the project to ensure things get done on time. Group does not have to adjust deadlines or work responsibilities because of this person's procrastination.	Usually uses time well throughout the project, but may have procrastinated on one thing. Group does not have to adjust deadlines or work responsibilities because of this person's procrastination.	Tends to procrastinate, but always gets things done by the deadlines. Group does not have to adjust deadlines or work responsibilities because of this person's procrastination.	Rarely gets things done by the deadlines AND group has to adjust deadlines or work responsibilities because of this person's inadequate time management.

Community Service Project— Action Plan

CATEGORY	4	3	2	1
Brainstorming - Problems	Students identify more than 4 reasonable, insightful barriers/problems that need to change.	Students identify at least 4 reasonable, insightful barriers/problems that need to change.	Students identify at least 3 reasonable, insightful barriers/problems that need to change.	Students identify fewer than 3 reasonable, insightful barriers/problems that need to change.
Brainstorming - Solutions	Students identify more than 4 reasonable, insightful possible solutions/strategies to encourage change.	Students identify at least 4 reasonable, insightful possible solutions/strategies to encourage change.	Students identify at least 3 reasonable, insightful possible solutions/strategies to encourage change.	Students identify fewer than 3 reasonable, insightful possible solutions/strategies to encourage change.
Product-Action Plan	Created an action plan with at least five steps.	Created an action plan with at least four steps.	Created an action plan with three steps.	Did not create an action plan or only had one step in a plan.
Implementation	Implemented all steps of the plan effectively.	Implemented most steps in the plan effectively.	Implements some steps in the plan effectively.	Was unable to implement the plan effectively.

Community Service Project— Oral Presentation

CATEGORY	4	3	2	1
Preparedness	Student is completely prepared and has obviously rehearsed.	Student seems mostly prepared but might have needed a couple more rehearsals.	The student is somewhat prepared, but it is clear that rehearsal was lacking.	Student does not seem at all prepared to present.
Speaks Clearly	Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words.	Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word.	Speaks clearly and distinctly most (94-85%) of the time. Mispronounces no more than one word.	Often mumbles or can not be understood OR mispronounces more than one word.
Stays on Topic	Stays on topic all (100%) of the time.	Stays on topic most (99-90%) of the time.	Stays on topic some (89%-75%) of the time.	It was hard to tell what the topic was.
Posture and Eye Contact	Stands up straight, looks relaxed and confident. Establishes eye contact with everyone in the room during the presentation.	Stands up straight and establishes eye contact with everyone in the room during the presentation.	Sometimes stands up straight and establishes eye contact.	Slouches and/or does not look at people during the presentation.
Content	Shows a full understanding of the topic.	Shows a good understanding of the topic.	Shows a good understanding of parts of the topic.	Does not seem to understand the topic very well.
Volume	Volume is loud enough to be heard by all audience members throughout the presentation.	Volume is loud enough to be heard by all audience members at least 90% of the time.	Volume is loud enough to be heard by all audience members at least 80% of the time.	Volume often too soft to be heard by all audience members.