

<b>Unit # 3 Title:</b> Color Your World	
<b>Lesson Title:</b> Color Your Community	<b>Lesson # 2 of 2</b>
<b>Grade Level:</b> 8	<b>Length of Lesson:</b> Varies with size of project and community
<b>Missouri Comprehensive Guidance Standard:</b>	
PS.1: Understanding Self as an Individual and as a Member of Diverse Local and Global Communities	
<b>Grade Level Expectation (GLE):</b>	
PS.1.B.08.a.i: Recognize roles and responsibilities of being a family, school, or community member and the interrelationship of roles and responsibilities.	
PS.1C.08.a.i: Recognize personal ways for the individual to contribute as a member of the school and community.	
<b>American School Counselor Association National Standard (ASCA):</b>	
Personal/Social Development	
A: Students will acquire the knowledge, attitude and interpersonal skills to help them understand and respect self and others.	
B: Students will make decisions, set goals, and take necessary action to achieve goals.	

**Materials (include activity sheets and/ or supporting resources)**

Science lab scales and wooden/plastic cubes. Materials will depend on the service project selected.
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**Show Me Standards: Performance Goals (check one or more that apply)**

X	Goal 1: gather, analyze and apply information and ideas 2. Conduct research to answer questions and evaluate information and ideas. 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.
X	Goal 2: communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others.
X	Goal 3: recognize and solve problems 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences. 3. Exchange information, questions and ideas while recognizing the perspectives of others.
X	Goal 4: make decisions and act as responsible members of society 2. Understand and apply the rights and responsibilities of citizenship in Missouri and the U. S. 3. Analyze the duties and responsibilities of individuals in societies 6. Identify tasks that require a coordinated effort and work with others to complete those tasks.

**This lesson supports the development of skills in the following academic content areas.**

	<b>Academic Content Area(s)</b>	<b>Specific Skill(s)</b>
	Communication Arts	
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions.
	Science	
	Health/Physical Education	
	Fine Arts	

**Enduring Life Skill(s)**

X	Perseverance	X	Integrity	X	Problem Solving
	Courage	X	Compassion	X	Tolerance
X	Respect	X	Goal Setting		

**Lesson Assessment (acceptable evidence):**

**Formative assessment relates to the summative assessment for unit (performance outcome for goals, objectives and GLEs). Assessment can be question answer, performance activity, etc.**

Performance activity (service project outcome), follow-up discussion

**Lesson Preparation**

**Essential Questions:** How do people manage all the responsibilities of their roles? How can a person’s contributions to their community effect change (both positive and negative)?

**Engagement (Hook):** Take little cubes (plastic or wood) and label them with typical children’s responsibilities. Using a scale from the science lab, label the 2 scales as “priority” or “secondary”. Have the students balance responsibilities by telling you how to shift the cubes around to make the best possible scenario.

**Procedures**

<b>Instructor Procedures:</b>	<b>Student Involvement:</b>
<p>1. Recruit students from the eighth grade to discuss possible service projects in which the class might want to become involved. Make sure that you have a wide range of student groups involved in the decision-making process. Guide the students toward a project in which every student can participate, regardless of ability or economic background. (Examples might include a penny drive, canned food drive, school and/or community beautification, etc.) Students may want to contact community leaders for possible ideas for</p>	<p>1. Students will brainstorm possible service projects and collaborate to decide on one valuable, workable project.</p>

<p>projects.</p> <p>Depending on the size of your school, the eighth graders can coordinate the project through their homerooms and include just eighth grade, OR the project can be building- or district-wide (see the DESE Service Learning Web page).</p> <p>2. Arrange with classroom teachers to have the students from the small group visit classrooms to enlist the help of their fellow students to participate in the community service project. Assist students in preparing appropriate dialogue to promote and pump-up their service project.</p> <p>3. Once the students have completed the service project, meet with them to discuss the issues related to completing the project. If you do not have members of your focus group in the classroom, you might want to have a few of them in to help lead the discussion.</p> <ul style="list-style-type: none"><li>• In order to begin the project, what did we need to know?</li><li>• What were some of the obstacles or challenges we faced?</li><li>• How was our school and/or community involved in this project?</li><li>• How did your family contribute or help with the project?</li><li>• What discussions did you have with your family and friends about the project?</li><li>• Did you discuss or solicit help from someone in the community? What was the response? How did you respond to them?</li><li>• How did your relationships within the community influence the success of the project? Were you able to make new relationships or improve existing relationships as a result of this project?</li><li>• What suggestions would you give to someone who was considering doing a similar project?</li></ul>	<p>2. Students will prepare dialogue to promote their service project. They will visit classrooms to enlist the help of their fellow students to participate in the community service project.</p> <p>3. Students will discuss the points related to the service project while recognizing the views of others. Students will discuss the highlights of the projects and brainstorm how the project might be improved if someone else was considering a similar project.</p>
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- How did your perceptions of yourself, your school and/or community change as a result of this project?

(If the project does not go as well as planned, students still need to process and consider ways in which they could have improved the situation. The counselor might want the focus group then to write a suggestion letter to the next year's eighth grade to help to better.)

**Teacher Follow-Up Activities**

The teacher may want to participate in the classroom activity or project.

**Counselor reflection notes (completed after the lesson)**

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