

Civic Participation

This lesson is designed to help students learn about service opportunities in their community and participate in one.

OBJECTIVES

Students will...

1. Learn about community service.
2. Connect their own interests to community service opportunities.
3. Evaluate and complete any requirements associated with serving at the location of their choice.
4. Create an entry in the *My Profile* and *My Journal* sections on the MEFA Pathway website.

ACTIVITIES

PART 1

Content Knowledge

Talk to students about community service. Explain that community service is an activity in which you give your time freely to help others. Sometimes community service can be tied to a school event. Other times it's completely separate from school.

PART 2

Applying Information

Tell students that they will be completing a community service project in which they volunteer their time outside of school (you may want to require a certain number of hours as well as an end date by which to have the service completed). Before the lesson, prepare an initial list of possible community service opportunities for students. Ask students to add additional opportunities to the list so other students have more options to browse through. Students should try to find a community service opportunity that matches their interests.

Grade Level: 11

MEFA PATHWAY SECTIONS WITHIN THIS LESSON:

- My Profile
- My Journal

DOMAIN:

- College & Career Exploration
- Social Emotional Learning

TIME:

- 60 minutes

MATERIALS NEEDED:

- Internet connection to work with the MEFA Pathway website
- Community Service Reflection Handout (attached)

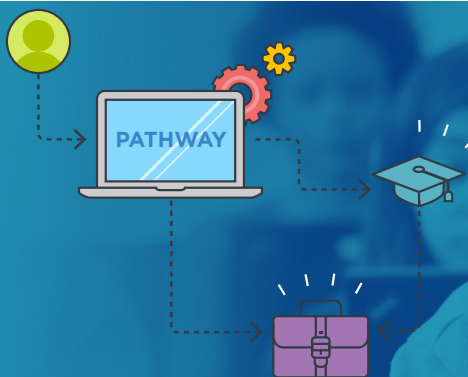
VOCAB:

- Community Service
- Volunteering
- Interests
- Skills

FUTURE READY SKILLS:

- Self-Knowledge
- Collaborative
- Research

Email any questions to:
k12support@mefa.org



LESSON PLAN

PART 3

Evaluating Information

After students choose a community service opportunity, they should research any requirements necessary for completing their service. For instance, some opportunities may require that students fill out volunteer paperwork or submit references prior to volunteering.

PART 4

Critical Thinking/Creative Application

After students have completed their service opportunity, they should log their work on the *My Profile* page on the MEFA Pathway website by clicking on *About Me*. The work should be logged in the Activities section by selecting *Community Service* as the type of activity. Additionally, students should reflect on their experience in their *My Journal* section of MEFA Pathway under the *About Me* tab. Have students use the Community Service Reflection Handout as guiding questions while completing their journal entry.

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Community Service Reflection Handout

1. Where did you volunteer for your community service project?
2. When did you volunteer (dates and times)?
3. What is the name and phone number/email of your supervisor at this project?
4. What were your responsibilities?
5. What did you learn from your experience?

Civic Participation Grading Rubric

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| CATEGORY | EXCELLENT 4 | GOOD 3 | SATISFACTORY 2 | NEEDS IMPROVEMENT 1 |
|----------------------------------------------------------------------|---------------------------------------------------------------------------------------|-----------------------------------------------------------------|----------------------------------------------------------------|---------------------------------------------------------------------|
| Sequencing of Information | The information is organized in a clear, logical way. | Most information is organized in a clear, logical way. | Some information is logically sequenced. | There is no clear plan for the organization of information. |
| Effectiveness | The worksheet includes all material needed to give a good understanding of the topic. | The worksheet is lacking one or two key elements. | The worksheet is missing more than two key elements. | The worksheet is lacking several key elements and has inaccuracies. |
| Includes Requirements | All requirements are addressed. | At least two of the requirements are addressed. | One of the requirements is addressed. | No requirements are addressed. |
| Conventions. Student uses proper grammar, punctuation, and spelling. | The worksheet has no misspellings or grammatical errors. | The worksheet has 1- 2 misspellings, but no grammatical errors. | The worksheet has 1- 2 grammatical errors but no misspellings. | The worksheet has more than 2 grammatical and/or spelling errors. |