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Be a Responsible Community Member

TRANSITION OBJECTIVE

Students will discuss and complete a pre-test evaluating their understanding of community responsibilities.

RELEVANCE TO SUCCESSFUL TRANSITION

Belonging to a group is an important part of understanding the community and the responsibilities that come when living in one. This classroom can function as a community group.

INSTRUCTIONAL SEQUENCE

❑ STEP 1: Update Journal

I take care of my things by . . .

❑ STEP 2: Convene Roundtable

"One thing I am responsible for is ____."

❑ STEP 3: Advance Organizer

"Today you will learn to identify your responsibilities in the community."

using the handout **Our Community**. Discuss the questions with the class. Summarize the discussion by telling students that everyone is responsible for taking care of the community and conserving resources. One way we can help to conserve resources and make our tax dollars go further is by contributing our time to help with important community activities, such as volunteering at the community center, a school or hospital, painting over graffiti and picking up litter.


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CAREER MANAGEMENT: Unit 4 LESSON 1

Our Community

Answer these questions with a partner



1. What does this map represent?
2. When you look at this map of your community, what makes you feel proud?
3. Is this a nice community?
4. Are there fun and interesting things to do in this community?
5. What responsibilities do you have towards your community?
6. Who pays for property that is damaged in your community such as vandalism from graffiti?
7. Who pays for roads, schools and police?
8. Who makes decisions about how tax dollars are spent?
9. Who decides what is important for our community such as community centers?
10. Why is it important to vote for people who will make good decisions about our community?

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CAREER MANAGEMENT: Unit 4 LESSON 1

I Belong

A community is made up of a large group of people who live in the same area. Each of us are members of a community. Within the community there are smaller groups. These could be clubs, organizations, families and neighborhoods.



When individuals join together in a group they can get more done and also have more influence than when they work alone. For example, one person can clean a small neighborhood or yard, but if a group of people worked together, several neighborhoods could be cleaned in the same amount of time.

Milton Olson found that we can get 71% more done when we work in a group. He wrote, "People who share a common direction and sense of community can get where they are going quicker and easier because they are traveling on the thrust of one another." Group membership is important in our lives. Group participation can help people feel they belong when they join together to take care of something.

In Japan, students clean the school and help prepare and clean up lunch. Every three or four months, families of students come to school on a Saturday to do major cleaning, such as washing walls and desks, painting, and other heavy cleaning. This is because they don't have custodians to clean up the schools.

Answer the following questions:

1. What groups do you belong to?
2. When you belong to a group, how do you feel?
3. Is it important to feel like you belong? Why?
4. Do you think Japanese students would throw candy wrappers on the ground? Stick gum on the desk? Write on the walls? Why?
5. If students in this school had to keep the school clean, would they behave differently than they do now?
6. Does taking care of something make us less likely to damage it? Why?

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❑ STEP 4: Activity - 20 Minutes

Show a map of the local community with the location of the high school highlighted. Use a map from the Internet to print or display on a screen. Have students answer questions about the map and community

❑ STEP 5: Activity - 25 Minutes

Have students work in pairs to read and answer questions from the handout **I Belong**. After 15 minutes, pairs report their

reactions and answers to questions. Debrief with the class, explaining the importance of belonging and being responsible to the community and others who live there.

Explain that this class will participate in a four-week project to beautify the classroom. Have students offer suggestions of things to do to keep the room clean and more attractive. Make a list on the board of at least five "Improvement Activities" that includes student suggestions and any of the following examples: clean and organize bookcases, design wall displays, clean floor, clean desks, change room arrangement, dust and find or make items that will make the classroom more attractive. Tell students that each person is responsible for keeping their desk area clean

and one of the "Improvement Activities." After students choose an "Improvement Activity," they will form groups and develop several ways to fulfill their assignment. Have students stay involved with this project by providing five minutes at the end of each class for the next four weeks to complete their "Improvement Activities."

☐ **STEP 6: Evaluate Outcomes**

One way I will make the classroom more attractive is "_____."

☐ **STEP 7: Connecting Activity**

Notice how your neighborhood looks as you go home today. Are there things you would like to do to change or improve it?

KEY WORDS

pride

community

ownership
disrespect

group membership

respect

MATERIALS AND PREPARATION

- Student Handouts: **Student Letter**, page 181; **Our Community**, page 182; **I Belong**, page 183.
- Prepare to spend more than one day on this activity if needed.
- Make sure all students are involved in this activity and take responsibility.

SCANS FOUNDATION SKILLS

- Basic Academic Skills: Reading
- Thinking Skills: Creative Thinking, Problem Solving
- Personal Qualities: Responsibility