



**Lesson Plan: Defining Civic Duty and Participation**

<p>Hook: Engage Students</p> <p>10 minutes</p>	<p><u>Bring in two loaves of bread</u> one made with yeast, and the other without.</p> <p>Ask students which loaf they would choose to eat and why.</p> <p>Discussion on what went wrong. Why do the two loaves of bread look different?</p> <p>Missing ingredients? (Key)</p>	<p>Small group discussions of personal stories, where key ingredients may have been missing in order to complete a task or event. (Making a peanut butter and jelly sandwich, but out of jelly. Or, going fishing, but no bait....)</p>
<p>Set: Four Corners</p> <p>20 minutes</p>	<p>Explain to students that each corner of the room stands for either “Strongly Agree”, “Agree”, “Disagree” or “Strongly Disagree” – label if necessary.</p> <p>Have students stand and wait for a statement and an action word before they choose a corner to represent their position regarding the statement.</p> <ul style="list-style-type: none"><li>• Everyone should have to pick up one bag of litter per day to keep our community looking nice.</li><li>• All K – 12 students should have to participate in Boy Scouts, Girl Scouts or some other after school organization.</li><li>• Upon turning 18 years of age, one must serve a minimum of 2 years in the armed forces.</li></ul>	<p>Students will actively participate when given statements and action word.</p> <p>After choosing their position, volunteers will share a reason behind their choice.</p> <p>Time for student discussion given.</p>





<p>Into:</p>           <p>30 minutes</p>	<p>Show video of community involvement and participation created with movie maker of local area.</p>           <p>End lesson with the rhetorical question, “In your life, have you ever been the missing “key ingredient” that hasn’t allowed some event to have a successful outcome?” (Bring back to opening “hook” and story).</p>	<p>Students think about this individually and may share with teacher at the appropriate time if they so desire. (Recess, independent work time, etc...)</p>
---	--	---

**Special Needs of students are considered in this lesson:**

Students are put into flexible grouping scenarios that will address all learning modalities including special need students within our full inclusion program, as well as EL Learners. This is a hands-on learning environment with plenty of opportunities for movement, verbal and non-verbal communication.

**Extension Ideas:**

This lesson is designed to get students thinking beyond the classroom, into the community, but could easily be taken beyond the community and into a bigger audience base within the U.S. by putting PSAs on teachertube.com or other media forms.