

Name: Terry Lark
Title of Lesson: Civic Responsibility (Character Education)
Session #1
Grade: 11-12
Time Needed: 60 minutes

ASCA Mindset/Behavior Standards:

B-SMS 5. Demonstrate perseverance to achieve long- and short-term goals

B-SMS 7. Demonstrate effective coping skills when faced with a problem

B-SS 5. Demonstrate ethical decision-making and social responsibility

Virginia Standards:

EP1. Exhibit the principles of character, including honesty, trustworthiness, respect for the rights and property of others, respect for rules and laws, taking responsibility for one's own actions, fairness, caring, and citizenship

HP2. Understand when and how to utilize family, peer, school, and/or community resources

Learning Objectives:

- Students will describe what civic responsibility means to them
- Students will identify a local need in their community
- Students will brainstorm ways to meet the need
- Students will identify how they will act to meet the need

Materials Needed:

- Index cards with quotes about civic responsibility/service
- "Taking Action in Our Community" handout
- Poster paper
- Colored pens
- Civic responsibility pre-/post-test

Procedure:

1. Greet class.
2. Pass out civic responsibility pre-test. Introduce topic of lesson: civic responsibility.
 - **What does the term "civic responsibility" mean?**
 - **What does being a good citizen mean to you?**
 - **How does one become a good citizen?**
3. Explain objectives of lesson: that students will become more aware of their own civic responsibility, students will reflect on local problems, students will become



aware of what needs to be done to solve problems, students will come together to decide on an action to meet the need. Remind students that they have all the tools they need to be an active member of their community.

- **How have you been a good citizen in the past?**
 - **What have you learned from others about being a good member of the community?**
4. Distribute one quote card to groups of 4, have students discuss what quote means to each other. Ask one student to read their quotes when called on to debrief the experience.
 - **What struck you about this quote?**
 - **What did you learn?**
 - **What feeling could come from mirroring what this quote said?**
 5. Brainstorm local problems with entire class, as well as cause of these problems. Have students fill out Steps 1-3 on “Taking Action in Our Community” handout in original groups of 4.
 6. Have each group write their brief responses to Steps 1-3 on poster board. Have groups present their steps. Debrief after all groups have presented.
 - **What have you noticed about the local problems you have come up with?**
 - **If time, how do these problems affect you?**
 7. Have each group think about how to solve their problem. Explain that this can be the ideal: the problem can be solved in any way, there is no funding limit, there are ample resources, etc. Have groups get back together and work on Step 4.
 8. Have students write brief Step 4 solutions on same poster board. Students will then explain Step 4 solutions to the rest of the group.
 9. The class will then discuss all potential solutions and picks one identified problem to solve (from one of the groups).
 10. The class will then discuss that particular problem and make a decision on the plan. This will be written by the instructor on another poster board. Open up discussion after agreed upon decision has been made.
 - **How will this affect the community?**
 - **If time, how do you feel about the implementation of the plan?**
 - **How does being aware of your civic responsibility make you a better citizen?**
 - **How can we go into the community today and make a difference?**



- **If time, what can we do today at Mount Olympus High School to make a difference?**

11. Summarize lesson.
12. Pass out civic responsibility post-test for student completion.
13. Collect post-tests.
14. Thank students for their time and remind them to keep their eyes peeled for opportunities to be good citizens.

Evaluation (Process, Perception, or Outcome Data):

Process: 11th and 12th grade students learned about civic responsibility.

Perception: 11th and 12th grade students are 100% more aware of local problems in their community.

Outcome: 50% of 11th and 12th grade students will increase their community service hours and other volunteer opportunity hours by 25% in an effort to solve community problems.

Follow –up (if needed):

Follow up with students who had a difficult time identifying community needs.

Source(s):

Miller, K. F. (2018). Civic responsibility: Meeting a community need. Retrieved from <http://character.org/lessons/lesson-plans/high/sacred-hearts-academy/>

Kaye, C. B. (2004). Taking action in our community. Retrieved from http://www.character.org/uploads/PDFs/NSOC/2007_NSOC_Winners/SHA_Taking_Action_Lesson.pdf

Lark, T. (2018). Civic responsibility quotes. Marymount University.