

Module 4

CONNECTING TO YOUR COMMUNITY

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CITIZEN ACTION PLAN

Grades: 4, 5, 6

Subject: Social Studies

Date:

Topic: Local Communities & Governance

Lesson #

Lesson Focus and Goals:

- Community mapping
- Redesign of a community space
- Research
- Create an action plan

Materials Needed:

Chart paper, pencil, eraser, worksheet package, notebook, markers, device with internet (if possible), stapler

Learning Objectives:

- Reading, writing, speaking, listening
- Make ethical decisions and actions
- Critical thinking
- Develop action plan addressing specific issues or problem in your community
- Construct an argument defending the identified issue and create a strategy
- Ask questions, draw conclusions, gather evidence, take action

STRUCTURE / ACTIVITY:

Day 0: A few weeks before starting this project ask students to think about the spaces they play in around their community and to begin thinking about things they feel should be changed and identifying the things they really like about those spaces. Use a piece of chart paper to keep a list that the students can use later when they are ready to select a research topic.

Teacher should begin assembling the workbooks

Day 1:

Introduction: Watch the video "[How to Change the World](https://youtu.be/S1rtQ7E5C4E)" by Kid President (found of YouTube: <https://youtu.be/S1rtQ7E5C4E>). Discuss how people can help improve their community by identifying issues and taking action.

Research Project: Introduce the Citizen Action Plan workbook. Ask students to work in groups of 2 or 3. Student groups will choose 3 items from the list they have been creating over the past few weeks that will be the focus of their project.

Day 2:

Anchor Chart: discuss what an action plan is and the expectations for the project.

Research: Ask students to begin researching their chosen topics using the internet, local newspapers, interviewing people, brainstorming ideas with classmates, looking through books from the school library, etc.



Day 3-5:

Research: Spread the research out over a couple of days (or longer if needed). Ensure students have enough time to gather print sources. If students plan to interview anyone, ask them to create a list of questions they would like answered.

Day 6:

Finish research: Students should now begin to summarize their research findings on the "Information on the Research Issue" page.

Choose a solution: Students will select two possible solutions. Using the "Choose a Solution" page, they can begin to identify the pro's and con's of their choices.

Day 7-8:

Citizen action plan: Students will begin working on their action plan by working through the workbook. Students may need to research the costs associated with the changes they will be proposing at this time.

Mapping: Using the "My Community Map" page students will draw a community map of the space that incorporates their ideas that will improve it.

Day 9: Students will draw their vision of the new community space on the "Draw My Vision" page of the workbook. This drawing should incorporate their solution ideas. This page will become part of their final visual presentation.

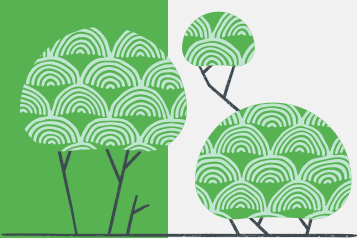
Day 10+:

Presentation: Students will begin creating their presentations - teachers should decide on the format (Poster board, PowerPoint or other multimedia for example) - and assist students as needed. Students will hand in their workbooks prior to the presentation and the teacher will use the assessment page provided for grading.

Take action: Students will draft a letter to their local government body using the template provided in their workbooks to explain their concerns and their strategies. These letters can then be forwarded to the appropriate governing bodies and open up discussion about how students are helping to make their communities more inclusive.

If possible, teachers can invite local governing officials, city planners, school officials, etc., to come listen to the students presentations.

Alternatively, teachers may also film the presentations and forward them to the local government or education board **if** consent is given by parents, students, and school administrators (Teachers should check the procedures for their school before going forward with this option).



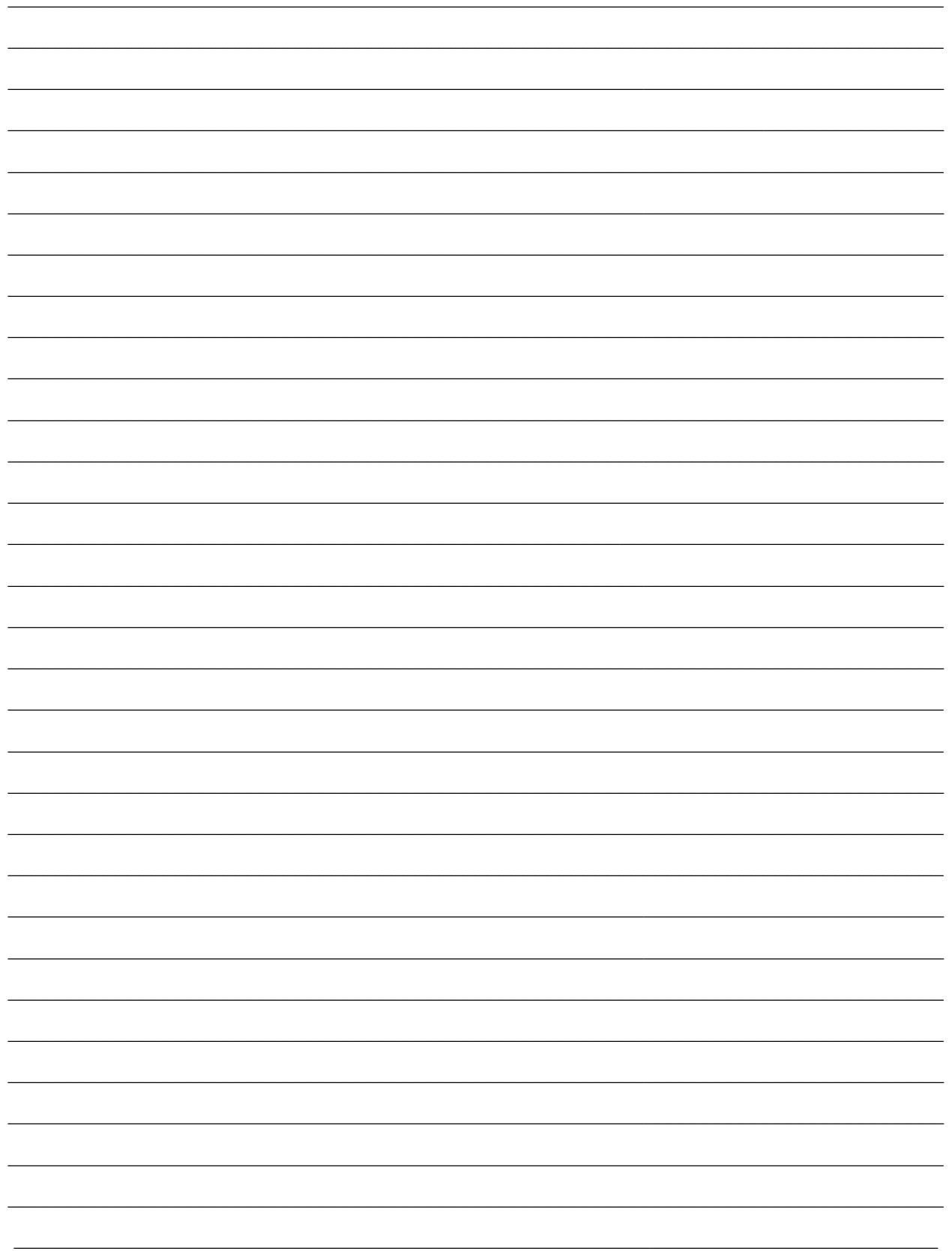
NAME _____

DATE _____

CONNECTING TO YOUR COMMUNITY

STUDENT WORKBOOK





Name: _____ Date: _____ Class/ Division: _____



My Community Map

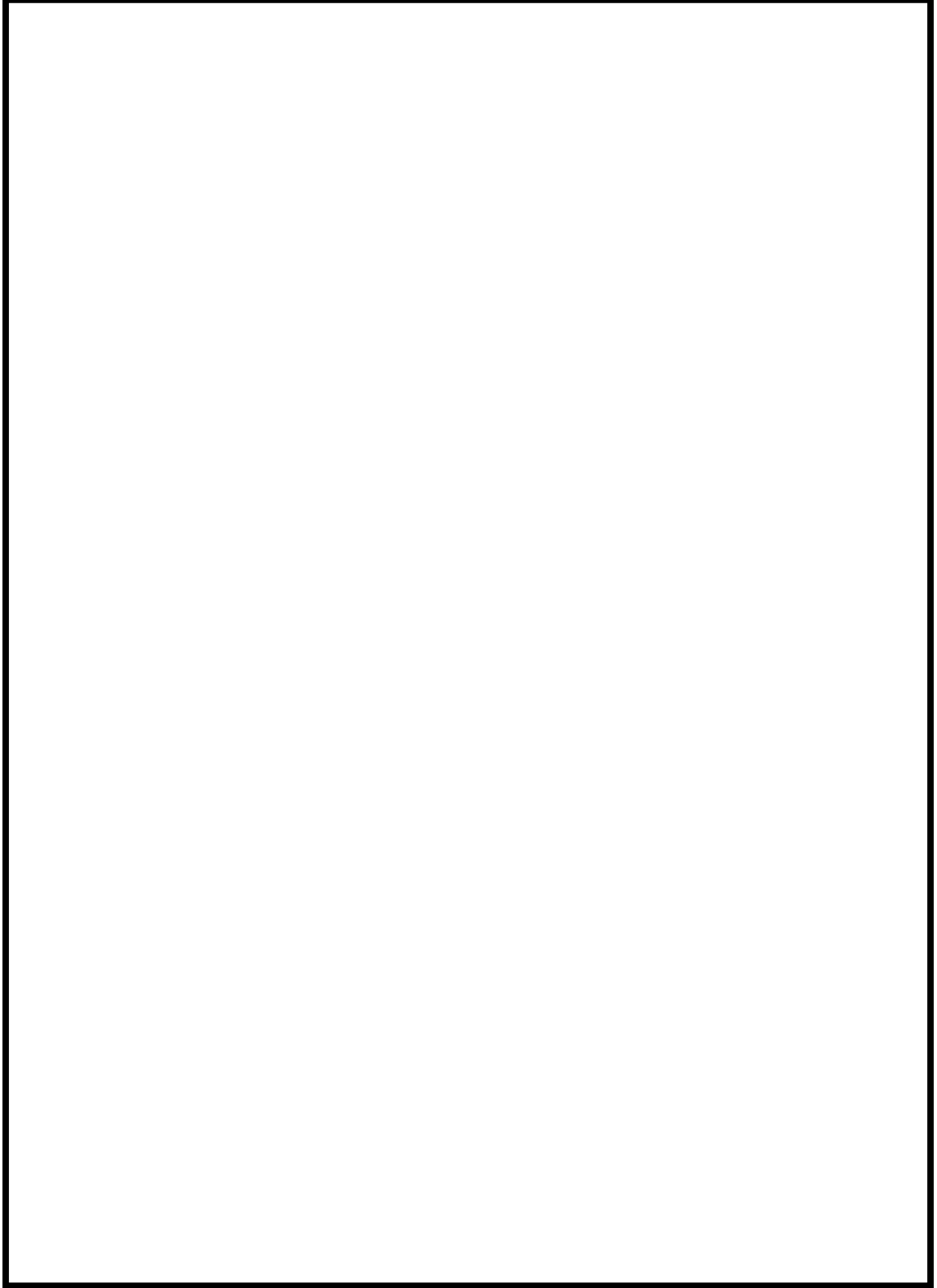
Map
Legend

Name: _____ Date: _____ Class/ Division: _____

Draw Your Vision

Use the area below to create a picture of the space you have been researching with your solutions integrated into it.

Map
Legend



CITIZEN ACTION PLAN

Identify a problem in your:

Community

Neighbourhood

School

Research the problem using:

Online

Print sources

Interviews with _____

Librarian (*they can help you find material if your feeling stuck*)

Other: _____

Discuss the problem

Who is working on this problem? _____

What causes the problem? _____

Where is the problem located? _____

When did the problem begin? _____

Why does the problem need to be fixed? _____

How does this problem affect the community?

Analyze and evaluate:

Possible Solutions

<u>Option #1</u>	<u>Option #2</u>

How difficult will it be to complete option #1? _____

How difficult will it be to complete option #2? _____

Which option would be the best solution? Option #1 Option #2

What format will your presentation be completed in?

Poster Board PowerPoint Other: _____

Presentation will be presented to:

Teacher/ Classroom Officials Other: _____

Your Name Here

School Address Line 1
School Address Line 2
School Phone Number

Government/ Municipal Organization
Address Line 1
Address Line 2

September 16, 20XX

To Whom It May Concern,

My name is YOUR NAME HERE, I am ENTER YOUR AGE, and I am a student in YOUR TEACHERS NAME HERE at YOUR SCHOOL HERE.

I am writing with regards to ENTER PROBLEM HERE, because I feel that BRIEFELY SUMMARIZE WHY THE PROBLEM NEEDS TO BE ADDRESSED. I have created a plan of action that I believe will address this problem and have attached a copy for your review.

My class would like the opportunity to discuss with you how students can become more involved in the design and planning process of urban spaces in our community. It is important to me and my peers to have a city that has child friendly spaces and initiatives, and our input would be very valuable for your team and our city.

I look forward to hearing back from you in the next few weeks.

Warm Regards,

YOUR NAME HERE

Student name: _____

CITIZEN ACTION PLAN PROJECT

Teachers Assessment Guidelines

ASSESSMENT AREA	Developing	Proficient	Extending
ACTION PLAN: <ul style="list-style-type: none">• Development of a plan that identifies and addresses the problem or issue			
SOCIAL STUDIES: <ul style="list-style-type: none">• Demonstrates understanding of community needs, government policies, use of maps to describe location			
LANGUAGE ARTS: <ul style="list-style-type: none">• Capitalization, spelling & punctuation• Thinking and learning through conversation• Uses reading strategies to understand text			
APPLIED DESIGN, SKILLS & TECHNOLOGIES <ul style="list-style-type: none">• Uses a variety of sources and skills for research and design of written and project presentation			
WRITTEN PRESENTATION <ul style="list-style-type: none">• Clearly identifies the issue and explains chosen strategy• Completed letter to send to local government• Provides good argument for changes proposed			
PROJECT PRESENTATION <ul style="list-style-type: none">• Visual presentation is well thought out• Oral presentation skills• Use of technology to design presentation			