

Community/ Social Responsibility Lesson Plan

School Counselor: Jasmine Hewlett

Date: October 10, 2018

Activity: Responsibility Web: Social responsibility in the school community

Grade(s): Primary/ Elementary School; 3rd Grade

ASCA Mindsets & Behaviors (Domain/Standard):

B-SMS 1. Demonstrate ability to assume responsibility

B-SS 2 Create positive and supportive relationships with other students

B-SS 5 Demonstrate ethical decision making and social responsibility

Learning Objective(s) (aligns with competency):

3rd grade students will gain knowledge about social responsibility in the school community, the impact of their actions on their peers and environment and foster positive relationships within the school environment.

Materials: dry erase marker, yarn, scissors, scrapbook paper, social responsibility work sheet

Procedure:

The lesson will begin with a class discussion lead by the counselor reviewing what it means to be responsible. The counselor will then post the question to the class, “what do you think it means to be community responsible.” The counselor should mention careers are community responsible such as politicians and social activist who are dedicated to the communities; global, church, etc. and emphasis that for the purpose of our discussion we will look at how we are socially responsible to the school community. The counselor will then have students help create a class list on the white board of ways we are to be community responsible in the school:

- Follow and obey the school rules and student expectations
- cooperate with other students
- be honest
- be kind
- help others in need
- keep the environment clean
- respect the rights, opinions, and beliefs of others
- respect others property
- class participation
- recognize the importance of others

The counselor will then lead an activity to illustrate how one student’s socially responsible actions effect other people within the school community. This discussion will ideally be led on the carpet with the students standing or sitting in the circle. One student will start by holding a ball of yarn and name a socially responsible act from the list. That student is to then gently toss the ball of yarn to another student of the counselor’s choice. The student who receives the ball of yarn will say how the action of the student before them may affect them or the school community. That student will then name another action and toss the ball of yarn to another student. Should a student become confused they may pass the ball of yarn to another

student who may help them determine how the action effects the school community. This will continue until for 7-8 times or until the students exhaust the socially responsible acts on the list (time dependent.) While standing in the circle with the web intact, students will then reflect on what they learned from this activity orally. After receiving their input, the counselor should include their answers in their own summary of the activity while emphasizing that the goal of the activity was for the students to see how their actions affect others and like a web we are all interconnected.

Students will then complete a survey through google forms at their seats to illustrate their comprehension of what it means to be socially responsible and how the can be socially responsible in their everyday lives. Lastly students who want to pledge to be socially responsible to the school community will trace their hand on a piece of patterned paper, cut it out, and put their name on it so that the counselor may display their pledge on a school bulletin board.

Plan for Evaluation: How will each of the following be collected?

Content regarding comprehension will be collected with assistance of technology, through google forms, and evaluated by the school counselor.

Process Data: Lesson plan will be conducted in nine 3rd grade classrooms with about 200 students total during the last two weeks of October.

Perception Data: (hypothesis) 89% of students demonstrate a knowledge of what it means to be responsible in the community. 92% can accurately identify responsible acts in the community. This will be assessed by way of reviewing the worksheets students complete after the lesson. School custodian report and 10% decrease in the amount of trash left behind after third grade lunch in a survey.

Outcome Data: (hypothesis) Students class participation grades increase by 5% as indicated by their reported grades prior to the classroom lesson, and 4 weeks post-guidance lesson.

Follow-Up: Students will be visited by community members whose career requires them to be socially responsible. Students will then have a follow-up classroom guidance lesson on the presentation and responsibility/ social responsibility and how it applies to careers.