

Inspiring Civic Engagement



TIME NEEDED

5 class periods

MATERIALS

[Citizen Me](#) (lesson)

[The Global You](#) (lesson)

[Civic Heroism!](#) (WebQuest)

[Neighborhood Good](#) (game)

[Students Engage!](#) (hands-on activity)

HANDOUTS

Make copies of each lesson's reading and activity pages as needed

LEARNING OBJECTIVES

- ✓ Define the rights and responsibilities of citizenship on five levels (home, school, city, state, nation)
- ✓ Identify ways citizens can think and act as global citizens
- ✓ Identify opportunities for citizens to be civically active and improve their communities
- ✓ Gather information about community problems from various perspectives to develop a solution
- ✓ Analyze a local issue and develop a plan for addressing it

Step by Step

DAY 1: Discover the responsibilities of various levels of citizenship

FOLLOW the [Teacher's Guide](#) lesson plan that accompanies [Citizen Me](#). The lessons revolves around two interactive activities.

DAY 2: Explore what being a global citizen involves

REVIEW what was learned on Day 1. Ask: What are five levels of citizenship people participate in? Write students' answers on the board. Ask: What is a right and a responsibility that comes with each level? Explain that students will add one more level of citizenship to their list—being a global citizen.

FOLLOW the [Teacher's Guide](#) lesson plan that accompanies [The Global You](#). (The entire lesson involves several interactive activities.)

CLOSE by asking students to explain the difference between thinking and acting as a local citizen versus that of a global citizen.

DAY 3: Examine ways citizens have tried to make change

REVIEW what has been learned over the last two days, asking students to provide examples of different levels of citizenship.

REMIND students that citizenship can also mean being a legally recognized member of a country. This type of citizenship carries its own set of rights and responsibilities. In the U.S., legal citizenship gives people the right to vote and the responsibility to serve on juries. Tell students that they will explore various ways that people can fulfill their responsibilities as citizens.

DIVIDE students into small groups. Have them access the WebQuest, [Civic Heroism!](#) Distribute the student worksheet and allow time for them to complete the activity.

CLOSE by asking students to share their answers. If time is a factor, focus on the answers to numbers 2, 4, 5, 6, and 10.

Step by Step

DAY 4: Play a game that examines local issues and forming solutions

- REVIEW** students' answers from the WebQuest. Ask: Who were the local heroes that you chose and what impact were they making? Ask: What were ways you said you could be a civic hero this week or this month?
- EXPLAIN** to students that the easiest way to get civically involved is in their local communities. Tell students that to create solutions for local issues, it's important to gather information and listen to diverse perspectives.
- DISPLAY** the [Neighborhood Good Extension Pack Google Slide Deck](#) and follow the Starter Activity directions in the [Teacher's Guide](#) of the Extension Pack for Neighborhood Good.
- ALLOW** time for students to play [Neighborhood Good](#) independently or in small groups. *Optional: After playing the game, review the remaining slides in the Neighborhood Good Extension Pack Google Slide Deck with the class.*
- CLOSE** by asking students, Why do you think it is important to hear various perspectives on the same issue?

DAY 5: Create your own action plan for addressing a local issue

- REVIEW** by asking students to share some of the issues and solutions they explored when playing Neighborhood Good. Ask students to think about their own community—their school, town, or neighborhood. Ask: Who are some leaders in this community? What are some of the issues? Tell students that they will be practicing how to address local issues and making a plan to create solutions.
- DIVIDE** students into the same groups they worked in on Day 4. Follow the Step by Step instructions in the [Teacher's Guide](#) for the lesson, Students Engage! Distribute the Students Engage! [Activity Pages](#) and allow time for students to complete them.
- CLOSE** by asking students if they can think of other action steps that could be taken or if they think one approach would be more effective than another. Ask: What could be a challenge to putting this change in place? What could be a positive impact their solution could make?

EXTENSION ACTIVITY

Have students develop a civics project out of the plan they created on Day 5. Use the nine lessons in [County Solutions](#) to guide students through a civics project that addresses their issue.