

Lesson 2

You Are Needed

Service Learning—Grades 6–8

NATIONAL &
COMMUNITY
SERVICE



Teacher Instructions

Goals: Learn the five components of a service project, conduct research around the issue selected by the class in Lesson 1, and outline a basic plan for the class service project

Time Required: Three to five days

Materials: *Youth Helping Others* video (www.scholastic.com/mlkday); **Plan** Student Worksheet

Get Started:

1. Begin the lesson by sharing the Youth Helping Others video (www.scholastic.com/mlkday) to begin a conversation about service. Ask: *What kinds of service activities did you see in the video? Did any of the comments of the volunteers stick out in your mind? What skills do you think we as a class have to offer our community?* (Possible responses could include: reading and writing skills, foreign languages, playing musical instruments, being a kind listener, pet care, cooking, etc.)
2. Create a list on the board of all the skills students have to offer and acknowledge the great power these skills represent in terms of making a difference in the lives of others.
3. Review the issue students selected as a focus for the class service project. Invite students to brainstorm what steps might be involved in planning a service project before introducing the five components of a successful service project: *investigation, planning and preparation, implementing the service activity, reflection, and demonstration/celebration.*

Investigate:

4. Go to the Project Toolkit Outline for Planning a Fitness Event from the MLK Day of Service website (<http://1.usa.gov/1XyXhOn>).

Read the text aloud or project the document so that students can read it independently.

5. Write each of the five components on the board, leaving room to add specific actions to each component as students identify them in the text. (For example, you might write “Investigation: Read the news to learn about obesity statistics” or “Planning and Preparation: Get permission to use a field or playground.”)

Take Action:

6. Divide students into small groups to focus on the first component of planning their own service project: *investigation*. Distribute copies of the **Plan** Student Worksheet and allow students access to online resources, a community library, and other relevant resources in order to research the local issue the class selected in Lesson 1. Through completing the worksheet, students will gain a deeper understanding of how the issue affects people in their community on a personal level by conducting an interview, and on a national level by researching national statistics and learning about existing agencies that will help alleviate this problem.
7. Gather the class to share results and identify a realistic goal for the class service project.
8. Illustrate the difference between a measurable, achievable goal that would suit a class of middle school students by having the class compare these two goals related to the issue of hunger: *Goal 1: Feed every single hungry person in our city* and *Goal 2: Add 250 pounds of canned food to the local food pantry*. Remind students that effective service starts with realistic, measurable goals that are guided by a larger vision of a

better future, just as Dr. King himself demonstrated in his pursuit of creating a “Beloved Community” through simple actions and a daily commitment to nonviolence. Record students’ ideas for the service project goal on the board and work together as a class to create a well-defined, achievable goal.

Wrap Up:

9. Work in small groups. Distribute the **Plan** Student Worksheet and answer the first question together. Then separate into groups to finish Part A.
10. Discuss Part A’s research, then complete Part B together. Ask: *What are your ideas for how we will accomplish all of these tasks? Should we have dedicated “service project work time” each day? Should we set deadlines for each of the action items? How many days or weeks do you think it will take to prepare our service project? Do you think we might need to ask other people in our community to join in on our project?* Record students’ suggestions and map out a time line for the service project. Share with students that in the next lesson, they’ll learn how to promote their project through media, recruit volunteers, complete their service activity, and then celebrate!

Plan

A successful service project depends on thoughtfully mapping out your plan.

Directions: Read below and answer the questions.

PART A: INVESTIGATE

1. What issue will your service project attempt to help? _____

2. What can you discover about this issue? Separate into three groups to answer these questions.

A. Interview a member of your community about the issue. How does this issue impact this person's life or the lives of people he or she knows? Does he or she have any ideas for possible solutions? _____

B. Research national statistics related to the issue. How many people does this issue affect? Are there agencies already working to meet the needs of these people? What are the names of these agencies and what are they doing to help? _____

C. Find and review news articles, fact sheets, or government reports related to your issue to share with the class. _____



PLAN continued...

PART B: PLAN

What is the goal of your class service project: _____

Planning and Preparation—What will it take to plan your project? What do you need?

Implementing the Service Activity—Where and how will you put your idea into action? What do you need?

Reflection—What do you want your idea to accomplish?

Demonstration/Celebration—How will you tell others what you've done?

