

## Lesson Plan

# Building Skills for the Community

## Sub Indicator 6.5: Community Based Experiences

### Common Core Standard

Students will be able to produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

[CCSS.ELA-LITERACY.W.9-10.4](#)

### Learning Objective(s)

Students will be able to identify community stakeholders and plan to actively engage in their community.

### Materials

- Poster Paper
- Sticky Notes
- Pencils
- Markers
- Paper
- Community Needs Worksheet
- Community Trip Planning Worksheet

### Opening Activity – Group, 10 Minutes

**Activity Purpose:** Students will identify places in their community that they enjoy going throughout the year

#### Description of Activity:

1. Put four large pieces of paper on the wall
2. Label each piece of paper with one of the four seasons (spring, summer, fall, winter)
3. Provide each student with four sticky notes
4. Tell students to think about the activities they like to do in the community throughout the year
5. Have each student write or draw an activity they like to do each season on their sticky note (spring, summer, fall, winter)
6. Have each student put their sticky note on the piece of paper that corresponds to the season they do the activity



## Activity 1 – Small/Individual, 20 Minutes

**Activity Purpose:** Students will learn about what makes a community function and the different stakeholders in a community

### Description of Activity:

1. Tell students that there are many individuals who make a community function. These individuals provide for a variety of community and individual needs, including:
  - a. Physical needs (Ex. grocery stores, doctor's offices, etc.)
  - b. Safety needs (Ex. police officers, firefighters, etc.)
  - c. Social needs (Ex. social clubs, community centers, etc.)
2. Provide each student with two Community Needs worksheets. Have students work in groups to identify places in their community that provide for community needs
3. Once students have finished in their group, have them work individually to identify places in their community that provide for their individual needs

## Activity 2 – Small Group, 20 Minutes

**Activity Purpose:** Students will plan a trip to a community location

### Description of Activity:

1. Tell students to think about the places they identified in the community that help meet community and individual needs
2. Tell students they will be planning a trip to a community location. Place students in groups and assign each group to one of the following locations:
  - a. Grocery Store
  - b. Bank
  - c. Doctor's Office
  - d. Restaurant
  - e. Gym
3. Provide each student with the Community Trip Planning Worksheet
4. Have students answer the following questions:
  - a. What transportation can I use to get to the location?
  - b. What do I need to do to prepare for my trip?
  - c. What materials do I need to take with me?
  - d. What information do I need to know about the location before I go?

## Closing Activity – Individual, 5 Minutes

**Activity Purpose:** Students will create an elevator pitch to summarize their learning

**Description of Activity:**

1. Explain what an “elevator pitch” is to the students
2. Have each student come up a quick, 30 second elevator pitch to explain what they learned during the session
3. If students wish, they can present it to the rest of the class, time permitting



**TRANSITION  
DISCOVERIES**  
Your Voice · Your Story · Your Future



Physical Needs

Safety Needs

Social Needs



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**Community Location:**

<b>Transportation:</b>	<b>Preparation:</b>	<b>Materials:</b>

**What to Know Before I Go:**