

Common Core Standard

Students will be able to initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

[CCSS.ELA-LITERACY.SL.9-10.1](#)

Learning Objective(s)

Students will be able to define civic engagement and identify stakeholders in civic engagement and their roles.

Materials

- Civic Engagement [YouTube Video](#)
- My Civic Engagement Worksheet
- Poster Board
- Job Assignments
- Markers
- Pencils
- Paper

Opening Activity – Individual, 15 Minutes

Activity Purpose: Students will learn what civic engagement is, identify the communities they are a part of, learn and how civic engagement can impact them and their community

Description of Activity:

1. Show students this [YouTube Video](#) on civic engagement
2. Review the definition of civic engagement
 - a. Civic engagement or civic participation is any individual or group activity addressing issues of public concern. Common types of civic engagement include citizens acting alone or together to protect public values or make a change or difference in their community.



Opening Activity continued

Description of Activity continued:

1. Have students complete the My Civic Engagement worksheet. Students will:
2. List the different communities that they are a part of
3. Answer the following questions:
 - a. How can I be an active member of my community?
 - b. How can civic engagement benefit my community?
 - c. How can civic engagement benefit me?

Activity 1 – Group, 30 Minutes

Activity Purpose: Students will understand the different ways civic engagement is influenced and work together to come up with solutions for a community concern

Description of Activity:

1. Tell students that the class will be working together to come up with solutions for a community concern
2. Provide students with the following scenario:
 - a. (County Name) is considering adding another bus line to provide additional public transportation to those who need it. This new line will provide public transport access to those in neighborhoods that do not currently have it. However, some community members are concerned about the costs involved in adding this new bus line. These costs include purchasing the bus, bus maintenance, paying a bus driver, updating route information, and increasing pollution.
3. Tell students that civic engagement and community change is influenced by individuals, groups, and the government
4. Have students identify individuals, groups, and government officials who might be interested in or impacted by adding a new bus line. Have students answer the following questions:
 - a. What individuals might be interested/impacted by adding a new bus line?
 - i. How could the bus line have a positive impact on the individual?
 - ii. How could the bus line have a negative impact on the individual?

Activity 1 continued

Description of Activity continued:

1. Have students answer the following questions:
 - a. What groups might be interested/impacted by adding a new bus line?
 - i. Does adding the bus line align with the groups values/causes? How?
 - ii. Does adding the bus line go against the groups values/causes? How?
 - iii. How could the bus line have a positive impact on the group?
 - iv. How could the bus line have a negative impact on the group?
 - b. What government officials might be interested/impacted by adding a new bus line?
 - a. How could the bus line have a positive impact on the official?
 - b. How could the bus line have a negative impact on the official?
2. Have students brainstorm the ways that each group of stakeholders could influence the change and address any related concerns

Activity 2 - Individual, 30 Minutes

Activity Purpose: Students will learn about the different professions that incorporate civic engagement

Description of Activity:

1. Remind students that there are several ways for them to practice civic engagement, and there are several professions that incorporate civic engagement
2. Assign each student one of the following professions (you can also have students work in pairs or groups)
 - a. City Council Member
 - b. Mayor
 - c. Police Officer
 - d. Firefighter
 - e. Volunteer Coordinator
 - f. Librarian
 - g. Community Center Director
 - h. PTA President
 - i. Student Government President
 - j. Nurse

Activity 2 continued

Description of Activity continued:

1. Have students create a poster for their assigned career, using words and/or pictures, to present the following information:
 - a. Name of Profession
 - b. Job Duties
 - c. Level of Civic Engagement (individual, group, or government)
 - d. Job Location (where the job is done)
 - e. How the Profession Benefits the Community
 - f. How the Profession Benefits the Person

Closing Activity - Individual, 15 Minutes

Activity Purpose: Students will identify ways that they can get involved in civic engagement

Description of Activity:

1. Have students reflect on the lesson by recording ways they can get involved in civic engagement at the individual, group, and government level
2. Have students share out their answers with a peer



My Civic Engagement

What Communities am I a Part of? (ex. School, work, etc.)

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

How Can I be an Active Member of My Community?

- 1.
- 2.
- 3.
- 4.
- 5.

How Can Civic Engagement Benefit My Community?

- 1.
- 2.
- 3.
- 4.
- 5.

How Can Civic Engagement Benefit Me?

- 1.
- 2.
- 3.
- 4.
- 5.