

Name: Trevor Ritchie

Subject: Social Studies/Civic Studies 11

Unit: Democratic Citizenship

Lesson Number: 2

Lesson Title: Collective Action and Democratic Citizenship; how working in groups allows for societal or community change

Prescribed Learning Outcomes:

implement a plan for action on a selected local, provincial, national, or international civic issue

Objectives:

Teach students that they can be active participants in their society

Demonstrate the ability for incremental efforts to create lasting change

Have students plan a long term goal and work towards completing those objectives

Analyze media to obtain meaning from music

Materials Required:

Laptop or desktop computer, projection system, copy of the song ' We Are the World'

<http://www.youtube.com/watch?v=Glny4jSciVl>

Activating Prior Knowledge:

Previous classes should have covered different forms of civil action and methods of creating political or social change in society. Students should be aware of how positive group dynamics are created.

Introduction to the lesson:

Write on the board the lesson theme for the day "Collective Action".

Present the video clip of 'We Are the World' and have students actively reflect on the meaning of the song while it is playing. A copy of the lyrics can be projected to help students understand the song. Have students quickly discuss what they think the song is about and how it relates to the lesson theme. (15 minutes)

<p>Body of Activity:</p> <p>1: Explain that the lesson will be devoted to a long-term project that will be referenced throughout the remainder of the school year, and present an overview of the project criteria and objectives.</p> <p>2: Have the students discuss whether they would like to work on one large project as a whole class or if they would like to form smaller groups that can work on different smaller scale goals that may make more students happy with the final decision to get involved. In either case, have students brainstorm potential issues that they would like to get involved with and question the viability of getting involved in those causes or with those groups.</p> <p>3: Have students form groups and brainstorm the different parts of any kind of public campaign that will be needed to transition from the concept behind their idea and into a workable group that can begin starting to inquire into solutions to the problem.</p> <p>4: Have students consider what kind of information and research they will need to do in order to be informed enough about the issue they are becoming involved with, and have groups create an ongoing list of resources they plan to use for their projects.</p> <p>5: Ensure that the students within each group exchange contact information and plan meeting dates outside of class time to work on the project, and to deliver that information to the teacher to help allow for outside help for the students.</p>	<p>Timing and Pacing:</p> <p>1: 20 minutes</p> <p>2: 10 minutes</p> <p>3: 10 minutes</p> <p>4: 10 minutes</p> <p>5: 5 minutes</p>
---	---

Extension Activities:

Begin drafting plans for how to approach the organization that is being contacted, or begin drafting an idea of what the original concept group would look like, and how it would get support from the school and greater community.

Closure of the Lesson:

Facilitate a class discussion about how they feel about the project, allowing the students to freely discuss any fears or concerns they have about the project, or even to dismiss it as a waste of time. Attempt to address those concerns in public conversation where possible. Assign homework, which is to write a short paper explaining what the group plans to do and why they believe that cause or group is deserving of their help (10 minutes)

Assessment of Learning:

Students are able to explain how their project will have a positive impact on their community  
Students can identify positive aspects with an incremental system of social change and compare it with a radical model  
Students will begin setting long term goals for their project, with achievable deadlines and intermediate goals that lead to the completion of the final goal  
Students can accurately identify one or more messages held within the song 'We Are the World'

Adaptations and Modifications:

English language learners will have difficulty understanding the concepts of the lesson and may not be able to understand the lyrics of the song. This can be addressed somewhat by placing the lyrics on a visual that students are able to read and obtain their meaning through reading instead of listening to the song.  
Within the groups, there needs to be attempts to ensure that all students' voices are being heard  
Adaptations to the lesson could include having the focus of the class be the school community instead of a project involving the greater community surrounding the school.