



TAKE ACTION: OUR COMMUNITY'S ASSETS

Distance Learning Lesson Plan

Lesson Overview

We are in an unprecedented moment in our history. Beyond impacting their everyday lives and experiences, this pandemic will shape young people's faith in government and how responsive it is to community needs. **That's why, in the midst of all of this, we want students to hear loud and clear: in a crisis, our democracy doesn't pause.** At this moment, our young people have thoughts, feelings, and reactions - and we know civics can provide students with an authentic space and guidance to express those responses and use their voices.

In "Our Community's Assets" middle and high school students will analyze community assets that can be leveraged to strengthen communities in the face of COVID-19. **Prior to engaging in this lesson, we strongly encourage you to review the Center for Disease Control and Prevention's guide for [Talking to Students About Coronavirus](https://bit.ly/2wEUrS1) (<https://bit.ly/2wEUrS1>).** First, students will conduct their own assessment of their community's assets and sources of resilience under typical circumstances. Then, students will work in groups to do in-depth research to create a Community Resource Guide for COVID-19 that highlights both traditional community assets and programs and policies in their communities that are emerging as a result of the pandemic. Students will then share this guide on social media with the aim of helping their friends and neighbors become better aware of the sources of help and support they can turn to during this time. We acknowledge that this is an awareness campaign, but based on our need to meet the moment and the fact that this lesson is one in a series we feel it's important for young people to assess their community's response to this crisis.

Note for all teachers: If possible, lay the groundwork for this lesson by asking students to engage with local news in the days leading up to this lesson. That way, they will have a better sense of how their communities are already finding ways to support individuals and families in light of COVID-19.

Students will consider the following:

Civic Knowledge Reflect and think critically about the opportunities and challenges facing their communities.

Civic Values A sense of belonging to a group or community; Recognition of personal power and agency.

Our Community's Assets Lesson Plan

Materials and Preparation:

- **Defining Community Assets** (PDF <https://bit.ly/2Kbdw1d> and Editable GDoc <https://bit.ly/3aaVwyx>) - one per student
 - If using Google Classroom, consider creating an assignment or if using Google Drive consider making a copy for each student.
- **Community Resource Guide for COVID-19** (PDF <https://bit.ly/2K8wHsJ> and Editable GDoc <https://bit.ly/2Ke2eJA>) - one per section
 - Consider posting one class copy to Google Classroom (if using)
 - Before the lesson, add the name of your community where indicated in the document.
 - Determine how you would like students to collaborate during this time, for example Breakout Rooms or the chat feature.
- **Suggested: Editing Checklist for Self- and Peer- Editing** (<https://bit.ly/3bMhk4L>) Consider sharing this interactive checklist with students to help with editing their changemaker stories.

Learning Objectives

By the end of this lesson, students will be able to:

- Define a community asset.
- Develop a comprehensive list of their community assets pre- and post-COVID-19.
- Research and develop a list of resources available in their community in light of COVID-19 to share with their community.

Today's Agenda

- ❑ **Do Now:** Defining Community Asset
- ❑ **Mini-Lesson:** Our Community's Assets
- ❑ **Worktime:** Community Resource Guide for COVID-19
- ❑ **Wrap-up:** Post on Social Media

<p>Take a look at this sidebar for instructional tips!</p> <p>TIP: Prior to engaging in this lesson, we strongly encourage you to review the Center for Disease Control and Prevention’s guide for Talking to Students About Coronavirus (https://bit.ly/2wEURS1).</p> <p>TIP: If using virtual facetime (ex. Zoom or Google Hangouts), take the opportunity to discuss students’ definitions of “asset” and how they made those inferences before asking one student to provide the group with an official definition.</p>	<p>DO NOW 10 MINS</p> <p>Defining Community Assets</p> <p>Frame:</p> <ul style="list-style-type: none"> ● In times of crises, it is easy to focus on what is going wrong or what things people need but don’t have. ● It is important to focus on the things that help our community and make it stronger when trying to find solutions to the challenges we face. <p>Task:</p> <ul style="list-style-type: none"> ● Open your Defining Community Assets document. ● Infer (make an educated guess) the definition of the word “asset” based on the sentence example or put it in your own words if you know this word. ● Look up “asset” in an online dictionary and share the definition you find with the class. Write the definition that makes the most sense to you (or your class) on your Our Community’s Assets document. ● Brainstorm a list of community assets. We are going to brainstorm and discuss community assets that existed <i>before</i> the COVID-19 pandemic. Later in the lesson, we will focus on assets that react specifically to the needs of the community during the pandemic. <p>Debrief:</p> <ul style="list-style-type: none"> ● Now that we’ve all done our own brainstorming, it’s time to share our ideas with the group, which is what we’re going to do in the next activity.
<p>TIP: If students are used to collaborating online, consider asking them to copy and paste their ideas into the master list document themselves, doing their best to avoid redundancies. Alternatively, you could assign</p>	<p>MINI-LESSON 15 MINS</p> <p>Community Asset Master List</p> <p>Frame:</p> <ul style="list-style-type: none"> ● Because we are a community, we are stronger when we work together. ● By creating a comprehensive list of community assets, both ones that existed before the pandemic and came about in reaction to the pandemic, we will be able to create a master COVID-19 resource guide to share with family, friends, and our community.

<p>students into smaller breakout groups to combine their lists and share out with the class.</p> <p>TIP: Considering asking students to use the chat feature in the video platform to answer the discussion question. Or, if using Zoom, consider creating “Breakout Rooms” (Tutorial on Managing Breakout Rooms) where students can answer the discussion question in small groups.</p>	<p>Task: * <i>Skip this task if students are working independently.</i></p> <ul style="list-style-type: none"> ● Return to the Defining Community Assets document. ● Share 2-3 of the examples (asset and category) you listed in your initial brainstorm and add them to the Community Asset Master List. ● Consolidate the list. Look at the list and work to combine similar ideas to create a more concise list. <p>Discuss: * <i>Engage in whole class discussion or independent reflection.</i></p> <ul style="list-style-type: none"> ● What is one pattern or trend you see in our list? ● What do you think this pattern or trend says about our community? <p>Debrief:</p> <ul style="list-style-type: none"> ● Now that we have a good understanding of the assets our community always has to offer, it’s time to think about some of the assets and resources our community is offering now in reaction to COVID-19.
<p>TIP: This conversation may bring up many emotions, thoughts, feelings, and reactions. Prior to engaging your students in this activity, consider reaching out to your school social worker and providing students with information on how to contact them.</p> <p>TIP: Determine how you would like students to collaborate during this time, for example Breakout Rooms or the chat feature.</p>	<p>WORK TIME 40 MINS</p> <p>Community Resource Guide for COVID-19</p> <p>Frame:</p> <ul style="list-style-type: none"> ● It’s common for local governments and community groups to react to crises like a pandemic and provide support to individuals in a variety of ways, but it can sometimes be challenging to get the word out to the very people they are trying to help. ● Part of the challenge is it’s rare for all of the most important information about resources to be collected in one place. We’re going to do our best to collect the most helpful information about COVID-19 relief for our community, organize it into one resource, and blast it on social media where people will be likely to see it! <p>Task:</p> <ul style="list-style-type: none"> ● Open the Community Resource Guide for COVID-19 document and follow the steps that are also listed below. <ol style="list-style-type: none"> 1. Research assets and resources to include in the guide.

<p>TIP: If your virtual class is using Zoom, consider creating “Breakout Rooms” (Tutorial on Managing Breakout Rooms) where students can collaborate in small groups to generate question ideas. Have them select a student for each of the following roles: 1) a facilitator to ensure all voices are heard 2) a notetaker to document responses in the Google Doc 3) a timekeeper and 4) a spokesperson to share some of the group’s responses upon returning to the main group.</p>	<ol style="list-style-type: none"> 2. Follow the news on tv or online and jot down the resources you learn about. <ol style="list-style-type: none"> i. Conduct a Google search. (Use the suggested search criteria.) <ol style="list-style-type: none"> 1. “[COMMUNITY NAME] + COVID-19” 2. “[COMMUNITY NAME] + COVID-19 + programs” 3. “[COMMUNITY NAME] + COVID-19 + [ELECTED OFFICIAL TITLE OR NAME]” b. Design your guide. <ol style="list-style-type: none"> i. You can either create your own design using GDocs, GSlides, or maybe Canva (www.canva.com) OR use the graphic organizer below. c. Edit your guide. d. Prepare to share your guide. Here are some options: <ol style="list-style-type: none"> i. Take a picture of the guide. ii. If you’re using GDocs or GSlides either change the sharing permission on the document to “Anyone with the link can view” or save it as PDF to prevent unwanted changes after distribution begins. <p>Debrief:</p> <ul style="list-style-type: none"> ● Congratulations for doing research that will have a real impact on people’s lives during this crisis!
<p>TIP: Many students do not have social media accounts for a variety of reasons. Consider asking students to send you their resource list via email or the learning platform you’re already using.</p>	<p>WRAP-UP 10 MINS</p> <p>Post on Social Media</p> <p>Frame:</p> <ul style="list-style-type: none"> ● Now it’s time to take action! Each of us is going to post our resource guide on social media and encourage our networks of friends in our community to repost it. <p>Task:</p> <ul style="list-style-type: none"> ● Post your resources guide on social media. ● Don’t forget to add #democracydoesntpause and tag @generationcitizen on Instagram or @gencitizen on Twitter. ● Consider including a call to action for your followers to retweet, repost, or send their own message. ● Tag elected officials and/or community leaders - they may respond or repost!

