

# Community Service

**COMMUNITY SERVICE** means doing something helpful for one's community or neighborhood.

## LESSON 1

Read the definition of **COMMUNITY SERVICE**. Explain that there are many ways one can serve their community – some big and some small. Brainstorm with students about the variety of ways a person can serve his or her community. List ideas in the form of a word web with **Community Service** written in the center of the circle. Examples include:

- Food drives
- Weeding a flowerbed at a church or school
- Visiting nursing homes
- Teaching or helping someone with homework
- Raking the grass for someone in need

As time allows, have students select one of the ideas and write a sentence explaining how it helps people in the community.

*School/Home Link* Ask students to share ideas of providing community service with a family member.

## LESSON 2

Review the definition of **COMMUNITY SERVICE**. Have students work with a partner to write a five-sentence newspaper article about a person who provides community service and shows good character. Ask students to choose a person who serves the community and brainstorm answers to the following questions to develop their article: Who, What, Where, When, and Why. As time allows, have students share their stories with the class.

*School/Home Link* Ask students to watch the news or read the paper with a family member to find community service stories.

## LESSON 3

Review the definition of **COMMUNITY SERVICE**. Explain that many community activities occur as a result of volunteers. Have students identify people they know who are volunteers (a person who performs a service willingly and without pay). Ask students to name people in your school who volunteer and describe what they do. Encourage students to thank them for the service they provide. As time allows, ask students to create a ten-item list titled Top 10 Reasons People Should Volunteer. Examples include: to learn something about yourself, to have fun, to explore career possibilities, to learn some new skills, to contribute to the world, to feel good about yourself, etc. Encourage students to consider how they could become a volunteer. Ask students to use their Top 10 list to persuade others to become a volunteer.

*School/Home Link* Ask students to discuss with a family member about his or her volunteer experiences.

## LESSON 4

Review the definition of **COMMUNITY SERVICE**. Remind students that community service can be big projects or small contributions. Write the following statement on the board: **Do Something Today!** Call on students to name at least three things they could do during the day, that require no resources, to serve the community. Examples include: pick up litter, compliment a classmate, help your family recycle, etc. Ask students to show “thumbs up” if they observe someone doing any of the actions throughout the day. Encourage students to do something every day that serves the community.

*School/Home Link* Ask students to talk with a family member about a simple activity they can do as a family that will provide an act of community service.

## LESSON 5

Read the meaning of **COMMUNITY SERVICE**. Explain to students that community service is often related to a cause. Explain that a cause is a principle, ideal, goal, or movement to which a person or group is dedicated. Ask students to think of a cause that they would like to support and create a flyer that would persuade others to support their cause. Read the following causes as examples:

- **Extreme Poverty Worldwide:** More than 1 billion people currently live below the international poverty line, earning less than \$1 each day.
- **Homelessness:** Every day, between 1.3 and 2.8 million runaway and homeless youth live on the streets of America.
- **Recycling:** An average person (U.S.) produces 1,600 lbs. of trash a year. 75% of that can be recycled.
- **School Dropout:** Over a million students drop out each year in the US alone, a.k.a. “the silent epidemic”.
- **Animal Welfare:** There are 7 million homeless pets in the U.S. (reported 2007 HSUS).

Suggest that students pass out their flyers to see what kind of reaction they receive.

*School/Home Link* Tell students to talk to a family member about a cause they are willing to support.

## Louisiana Content Standards and Grade Level Expectations

ELA-2-M6, ELA-4-M2, ELA-4-M4, ELA-4-M5 ELA-4-M7 ELA-7-M2, LA-1-M1, ELA-1-M4, ELA-7-M1, ELA-3-M, C1-A-M7, C1-B-M5