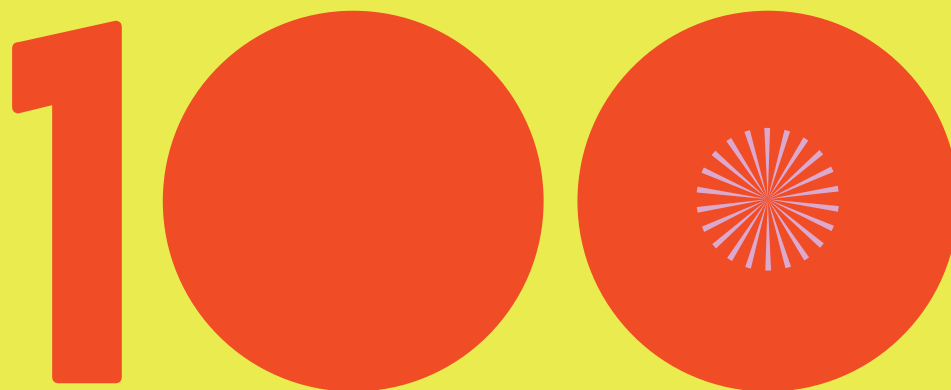
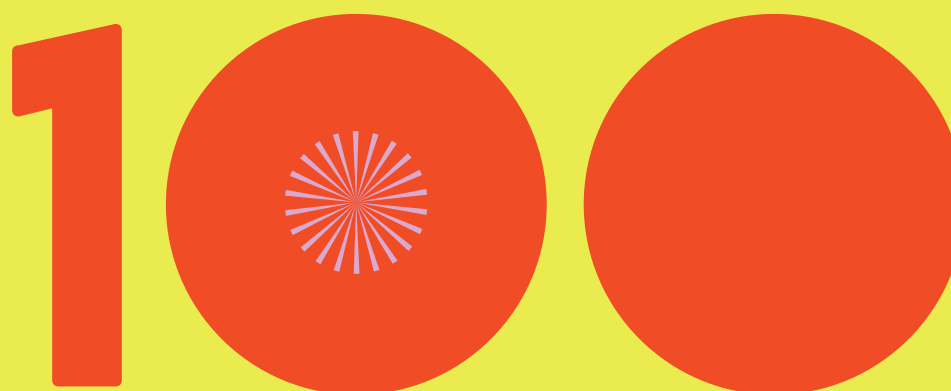


REALIZE
the **DREAM**



FOR



COMMUNITY SERVICE: UNIFYING YOUTH THROUGH ACTION

**A CLASSROOM RESOURCE FOR INTRODUCING EFFECTIVE
COMMUNITY SERVICE ACTIVITIES.**

KINDERGARTEN TO GRADE 3

an initiative of

**MARTIN
LUTHER
KING III
FOUNDATION**

LEGACY+



BE THE CHANGE THAT MAKES A DIFFERENCE.

Realize the Dream is a monumental initiative that incorporates experiential service learning in your classroom to inspire students to become engaged citizens.

Together, we'll ignite a nationwide movement through a bold call to action—achieving 100 million hours of service by the 100th anniversary of Dr. King's birth in 2029.

**“LIFE’S MOST
PERSISTENT
AND URGENT
QUESTION IS,
‘WHAT ARE YOU
DOING FOR
OTHERS?’”**



**DR. MARTIN
LUTHER KING JR.**



Essential Question

What is experiential service learning, and how can I incorporate it into my classroom instruction with Realize the Dream and Education+ resources?

WHAT IS EXPERIENTIAL SERVICE LEARNING?

Experiential service learning is based on a structured academic foundation that goes beyond volunteering and community service. It's an instructional practice that engages teachers and students with their communities and allows students to meet their learning objectives while addressing their community's needs.

THE FOUR STEPS OF SERVICE LEARNING

Part 1: Investigate & Learn

Students explore issues related to a real-world challenge or opportunity.

Part 2: Action Plan

Students develop a plan to implement their service-learning project.

Part 3: Take Action

Students implement their action plan.

Part 4: Report & Celebrate

Students present the results of their service-learning initiatives and share through social media or other forms of celebration.

ABOUT REALIZE THE DREAM AND EDUCATION+

Realize the Dream is a monumental initiative to unite America through service. Martin Luther King III, Arndrea Waters King and their daughter, Yolanda Renee King, are deeply passionate about enriching students' experience to become conscientious and well-rounded citizens.

By realizing his father's dream of an equitable and united America through a service-learning model, our goal is to educate and equip students to gain a deeper understanding of how their actions apply to real-world issues and promote a message of hope and unity, both locally and globally.

Education+ is a free platform designed to help teachers inspire students to change their lives by changing the world. It uses experiential service learning that challenges young people to identify the local issues that spark their passion and empowers them with the tools to take action. Educators and students work together to learn about the world and to take action to create meaningful change.

The goal of the **Community Service: Unifying Youth Through Action** lesson package is to empower students with the knowledge and experiences necessary to become engaged citizens taking action on real-world issues.



Educator's Note: Volunteer and community service experiences help to promote social, emotional, mental and physical well-being and give children and youth opportunities to develop competencies such as social awareness, self-management, responsible decision making and relationship skills.

Additional Educator Resources:

"Creating a Culture of Caring Through Student-Led Service Learning"

<https://www.edutopia.org/video/elementary-student-led-service-learning-caring-confidence>

"Ready to Engage"

https://casel.org/readytoengage_final/

"How Teachers Can Make Caring More Common"

<https://www.gse.harvard.edu/ideas/usable-knowledge/14/09/how-teachers-can-make-caring-more-common>

"Developing SEL Skills With Service Learning"

<https://www.edutopia.org/article/service-learning-fosters-sel/>



SERVICE-LEARNING SKILLS LEGEND



ARGUMENT
FORMATION



INFORMATION
LITERACY



LEADERSHIP
SKILLS



ORGANIZATION



ACTION
PLANNING



RESEARCH AND
WRITING



CRITICAL
THINKING



REFLECTION

COMMUNITY SERVICE: Unifying Youth Through Action Overview

The Community Service: Unifying Youth Through Action classroom resource is focused on developing students' understanding about the difference between helping and community service, and how each community service experience contributes back to the community.

Students will recognize that they have the capacity to contribute to their local and global communities to create a positive outcome.

After completing these lessons, students will be ready to take action in their *Realize the Dream* initiative.

Essential Questions

- How is community service like helping?
- How can community service lead to positive change?

UN Sustainable Development Goal Connection

Volunteering and Community Service connects to all 17 of the SDGs. In fact, there's not a single goal that doesn't involve volunteers. Whether you're serving by advocating for human rights, protecting the planet or advancing quality education, your service connects to peace and prosperity for people and the planet, now and in the future. To learn more, visit <https://sdgs.un.org/goals>.

Rationale

We believe that engaging youth in community service will support them to become agents of positive change leading to healthier, safer and more united communities. We created this lesson package to support students to become conscientious citizens, gain a deeper understanding of how their actions apply to real world-issues and promote a message of hope and unity.

ASSESSING THE LEARNING

You know your students best—their learning styles and preferences, skill levels and knowledge. You are in the best position to anticipate the habits of mind that will make this classroom resource successful. We are mindful that students may be at different reading levels, including English Language Learners (ELL), and may have learning differences. In response, the Educator Notes throughout the resource make suggestions for differentiation along with extension and enrichment ideas that can be used. Teaching strategies include collaborative group work, videos, picture books, T-charts, graphic organizers, questions and discussion, action planning and reflection. Assessment strategies include observation, entry and exit slips, charts, written, verbal or recorded reflection, discussions, presentations and the composition of a persuasive essay. This classroom resource includes suggestions for a variety of books, videos and other resources designed to engage student interest and deepen understanding. Before beginning, visit your media specialist, local library or school district resource center to get access to the resources listed.

- Explore other resources and current campaign offerings at <https://educationplus.org/>

LESSON ONE:

**HOW CAN
I HELP?**

LESSON 1: HOW CAN I HELP?

SKILLS LEARNED:



INFORMATION
LITERACY



REFLECTION

SUGGESTED TIME:

- 45 minutes

LEARNING GOALS:

Students will:

- Recognize that helping can happen in many ways
- Realize the positive impact of helping

MATERIALS:

- *Just Help*, written by Sonia Sotomayor (Philomel Books, 2022) <https://www.youtube.com/watch?v=wNuRzge8Sa4>

Common Core Alignment

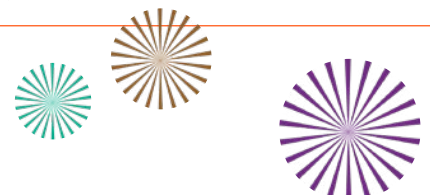
■ CCSS.ELA-Literacy RI.K.1	With prompting and support, ask and answer questions about key details in a text.
■ CCSS.ELA-Literacy RI.1.1	Ask and answer questions about key details in a text.
■ CCSS.ELA-Literacy RI.2.1	Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text.
■ CCSS.ELA-Literacy RI.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
■ CCSS.ELA-Literacy SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.
■ CCSS.ELA-Literacy SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts and feelings.

National Curriculum Standards for Social Studies

■ NCSS #4	Individual Development and Identity
------------------	-------------------------------------

Word Bank

■ Help	To make it easier or possible for somebody to do something by doing something for them or by giving them something that they need
---------------	---



Introduce the Topic “How Do You Help Others?”

- Ask students to complete the sentence:
I can help _____ (a person) by _____.
(For example, I can help mom by looking after my baby brother.)
- Ask students:
 - Do you help someone every day?
 - Who do you help?
 - How does helping make you feel?
- Encourage students to think about how helping makes them feel and how it makes the person they are helping feel. Ask students, why do you continue to help people? Why is helping encouraged?
- Share with students the video “Just Help” by Sonia Sotomayor <https://www.youtube.com/watch?v=wNuRzge8Sa4> (6:35) or read the book *Just Help* by Sonia Sotomayor (2022). Pause the video at 2:50 or stop reading after the page where Gabriela cleans the park. Ask students, what gave Gabriela the idea to clean the park? Ask students to think of some examples of how they can help in your community. Using the think-pair-share strategy, ask students to think about the question and discuss three examples of how they can help in their school or local community. Share these with the class.
- After the discussion, continue the video or reading. When you’re finished ask students the following questions:
 - a. What did Sonia and her friends do to help in the community?
 - b. How did each event lead to another form of helping by friends?
 - c. Why is it important to help in the community?
 - d. How did helping make Sonia and her friends feel?
 - e. Why did Sonia’s mom ask her “how will you help today?” How did that relate to the rest of the story?
- Reflection activity: have students share or journal/draw about:
 - Who they help
 - Where/how they help
 - Why they help



LESSON TWO:

HELPING HANDS

LESSON 2: HELPING HANDS

SKILLS LEARNED:

 INFORMATION
LITERACY


REFLECTION

SUGGESTED TIME:

- 45 minutes

LEARNING GOALS:

Students will:

- Identify ways to help in their school or local community

MATERIALS:

- *The Berenstain Bears Lend a Helping Hand*, written by Stan and Jan Berenstain (First Time Books, 1998) https://www.youtube.com/watch?v=dn_fCLGSIN4
- Chart paper
- Blackline Master 1: Helping Hands

Common Core Alignment

■ CCSS.ELA-Literacy SL.K.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
■ CCSS.ELA-Literacy SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
■ CCSS.ELA-Literacy SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
■ CCSS.ELA-Literacy SL.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively and orally.
■ CCSS.ELA-Literacy W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
■ CCSS.ELA-Literacy W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
■ CCSS.ELA-Literacy W.2.8	Recall information from experiences or gather information from provided sources to answer a question.
■ CCSS.ELA-Literacy W.3.8	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

National Curriculum Standards for Social Studies

■ NCSS #4	Individual Development and Identity
■ NCSS #4	Individuals, Groups and Institutions

Introduce the Topic “Helping Hands”

- Inform students that there are many ways and opportunities to help others. Ask students to think about their own school and community.
- As a class, discuss: Can you think of a way to help someone in your school or community. (E.g., my friend has the flu. I can write them a “Get Well Soon” card.)
- Encourage students to think about how helping makes them feel and how it makes the person they are helping feel. Ask students, why do you continue to help people? Why is helping encouraged?
- Show students the video “The Berenstain Bears Lend a Helping Hand,” <https://www.youtube.com/watch?v=OcwGt9-IDak> (11:05) or read the book *The Berenstain Bears Lend a Helping Hand* by Stan and Jan Berenstain (1998). Ask students, how did the bears help in their community? How did the bears feel when they helped people in their community? Why did the bears’ parents encourage them to help people in their community before they played with their friends?
- Explain to students that helping can be done in many places. Remind students about the video or story *Just Help*. Where did Sonia and her classmates help out in their local community? How can you also help people in your local community?
- Use the differentiated activities below depending on your grade level/student abilities:
 - **Kindergarten and 1st grade:** Create a chart that is titled “Ways We Can Help.” On the chart, have three locations, such as school, playground and store. As a class, come up with ways students can help in each place and write their ideas on the chart under each location.
 - **2nd grade and 3rd grade:** Divide students into small groups. Assign each group a location in your school or community (e.g., classroom, playground, grocery store, restaurant, etc.). Ask each group of students to create a poster with a list of ways they can help in their selected areas. After students have created their list of ways they will help people in their assigned location, have the groups share with the class and display the posters. Count how many ways of helping students have listed and encourage them to reflect on the many ways to help others.
 - Using Blackline Master 1: Helping Hands on page 22 (or students may trace their hands), ask students to draw two examples of how they have helped someone inside the school community and outside. After students have completed their drawing, encourage them to complete the following sentence describing their act of helping. These helping hands helped _____ by _____. I felt _____ because _____. Display the hands.



LESSON THREE:

**HELPING
AND
COMMUNITY
SERVICE**

LESSON 3: HELPING AND COMMUNITY SERVICE

SKILLS LEARNED:

 INFORMATION
LITERACY


REFLECTION

SUGGESTED TIME:

- 45 minutes

LEARNING GOALS:

Students will:

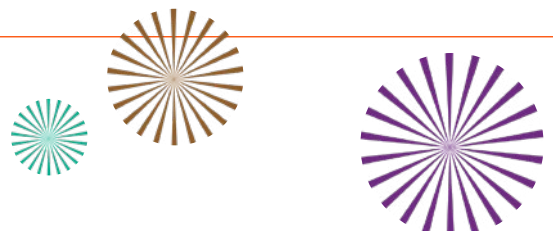
- Recognize that the difference between helping and community service is the process of organization
- Identify how they can engage in service in their school or community

MATERIALS:

- Arthur S1 EP25 – “Arthur Cleans Up,” <https://www.dailymotion.com/video/x3pzqda> (6:04)
- Blackline Master 2: Helping or Community Service

Common Core Alignment

■ CCSS.ELA-Literacy SL.K.3	Ask and answer questions in order to seek help, get information or clarify something that is not understood.
■ CCSS.ELA-Literacy SL.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
■ CCSS.ELA-Literacy SL.2.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information or deepen understanding of a topic or issue.
■ CCSS.ELA-Literacy SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
■ CCSS.ELA-Literacy RI.K.9	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions or procedures).
■ CCSS.ELA-Literacy RI.1.9	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions or procedures).
■ CCSS.ELA-Literacy RI.2.9	Compare and contrast the most important points presented by two texts on the same topic.
■ CCSS.ELA-Literacy RI.3.9	Compare and contrast the most important points and key details presented in two texts on the same topic.



National Curriculum Standards for Social Studies	
■ NCSS #4	Individual Development and Identity
■ NCSS #5	Individuals, Groups and Institutions

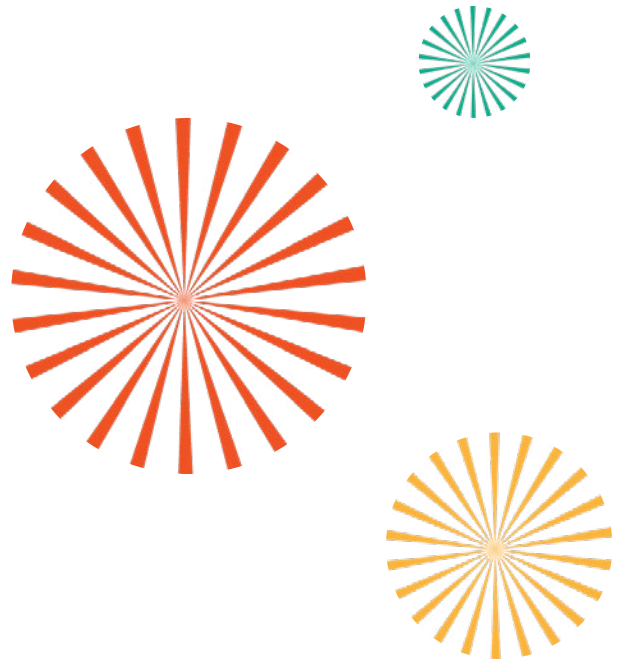
Word Bank	
■ Volunteer	A person who does a job without being paid for it
■ Community Service	Work helping people in the local community that somebody does without being paid

Introduce the Topic “Helping and Community Service”

- Explain to students the difference between helping and community service.
 - **Help:** To make it easier or possible for somebody to do something by doing something for them or by giving them something that they need. Help often happens in the moment, not as a planned activity.
 - **Community service:** Work helping people in the local community that somebody does without being paid. It is often organized and planned.
- Use the differentiated activities below depending on your grade level/student abilities:
 - **Kindergarten and 1st grade:** Have one side of your classroom labeled “helping” and the other labeled “community service.” Read the examples from Blackline Master 2: Helping or Community Service aloud to student. Have students walk to the side of the classroom they feel matches each example, then explain which side is correct and why.
 - **2nd grade and 3rd grade:** Distribute Blackline Master 2: Helping or Community Service. In groups or partners, ask students to discuss and classify the statements into the two categories using Blackline Master 3: Helping vs. Community Service. For an additional challenge, have students come up with their own ideas instead of providing the answer choices.
- Show students the **video Arthur S1 EP25 – “Arthur Cleans Up,”** <https://www.dailymotion.com/video/x3pzqda> (6:04). Ask students, was Arthur helping or performing community service? Using the think-pair-share strategy, discuss with students the difference between doing acts of community service and helping. Share these thoughts with the class and justify why you think Arthur was doing community service or helping.
- Take a poll of the class: who believes Arthur was doing community service or who believes Arthur was helping.
- Reflect on the story and discuss:
 - a. Why does Arthur’s dad encourage him to clean up the park?
 - b. Are his friends supportive of the idea at first? What makes them change their mind?
 - c. What was the process of cleaning up the park?
 - d. Why was this an act of community service?
 - e. Why is it important to engage in service in your local community?
 - f. Think about the book we read *The Berenstain Bears Lend a Helping Hand*. How is this book and *Arthur Cleans Up* the same? How are they different?

LESSON 3: HELPING AND COMMUNITY SERVICE

- As a class, look back at the posters or chart created from Lesson 2 about how we can help in our school and community. Ask students to identify if any of the ideas are community service/volunteering versus helping.
- **Independent reflection:** Have students fold a piece of paper in half or draw a line down the middle of their paper. Use the differentiated activities below depending on your grade level/student abilities:
 - **Kindergarten and 1st grade:** Have students copy the sentence “I can help” on one side and “I can volunteer” on the other. Have them draw a picture of them doing something to help on side 1 and a picture of them volunteering/performing community service on side 2.
 - **2nd grade and 3rd grade:** Have students write and illustrate three sentences on side 1 explaining a way they can help, why it’s needed and how it makes someone feel. On side 2, have them write and illustrate three sentences explaining a way they can volunteer/do community service, why it’s needed and how it makes someone feel.



LESSON FOUR:

**COMMUNITY
SERVICE
TAKING
ACTION**

LESSON 4: COMMUNITY SERVICE TAKING ACTION

SKILLS LEARNED:


ORGANIZATION



REFLECTION


 CRITICAL
THINKING

 LEADERSHIP
SKILLS

SUGGESTED TIME:

- 50 minutes +
Take Action phase

LEARNING GOALS:

Students will:

- Explore ways to take action by engaging in service in their school community
- Identify the impact engaging in service has on the school community and for themselves

MATERIALS:

- Phone or camera to take pictures or video of students taking action

Common Core Alignment

■ CCSS.ELA-Literacy SL.K.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
■ CCSS.ELA-Literacy SL.1.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
■ CCSS.ELA-Literacy SL.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
■ CCSS.ELA-Literacy SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
■ CCSS.ELA-Literacy SL.K.4	Describe familiar people, places, things and events and, with prompting and support, provide additional detail.
■ CCSS.ELA-Literacy SL.1.4	Describe people, places, things and events with relevant details, expressing ideas and feelings clearly.
■ CCSS.ELA-Literacy SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
■ CCSS.ELA-Literacy SL.3.4	Report on a topic or text, tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.



National Curriculum Standards for Social Studies	
■ NCSS #4	Individual Development and Identity
■ NCSS #5	Individuals, Groups and Institutions
■ NCSS #6	Power, Authority and Governance
■ NCSS #10	Civic Ideals and Practices

Action Plan

- As a class, or in small groups, invite students to share ideas for doing service in their school or community and why they think this would be a good choice. How will it help? If in small groups, ask the groups to select two activities that they think they would like to participate in to help the school community. If in a whole group, move on to the next step.



Educator's Note: Introduce students to **Realize the Dream**, an initiative of Martin Luther King III Foundation / Legacy+ (visit <https://www.realizethedream.org/> for details), which aims to engage, mobilize and inspire youth to take action on key issues directly impacting them and their communities.

Explain to students that **Realize the Dream** is focused on identifying local and global issues that they'd like to address through community service.

- As a class, create a list of the two activities students selected in their small groups (or have a list of ideas from whole group discussion). Invite each student to anonymously vote on the activity they would like to participate in. The activity with the most votes will be the service activity all students participate in.
- Discussion: ask students to identify how their activity assists members of their school or community. Encourage students to consider how they will ensure that while they are participating in the activity, they

remember who they are trying to help.

- As a class, create a realistic timeline with roles and responsibilities for each student to undertake. Each class member should be allocated a responsibility to ensure that the service activity runs smoothly, and that the outcome of the activity is met. Responsibility:
 - Find out how many students are needed to make the activity a success.
 - Create a list of jobs that need to be completed while participating in the activity.
 - Create a list of resources needed to complete the activity. Find resources already available in the school.
 - Ensure you have permission from the school principal and management to conduct the activity.
 - Find time to complete the activity.
 - Ensure that a Grade K-3 students can physically do the activity.

Take Action

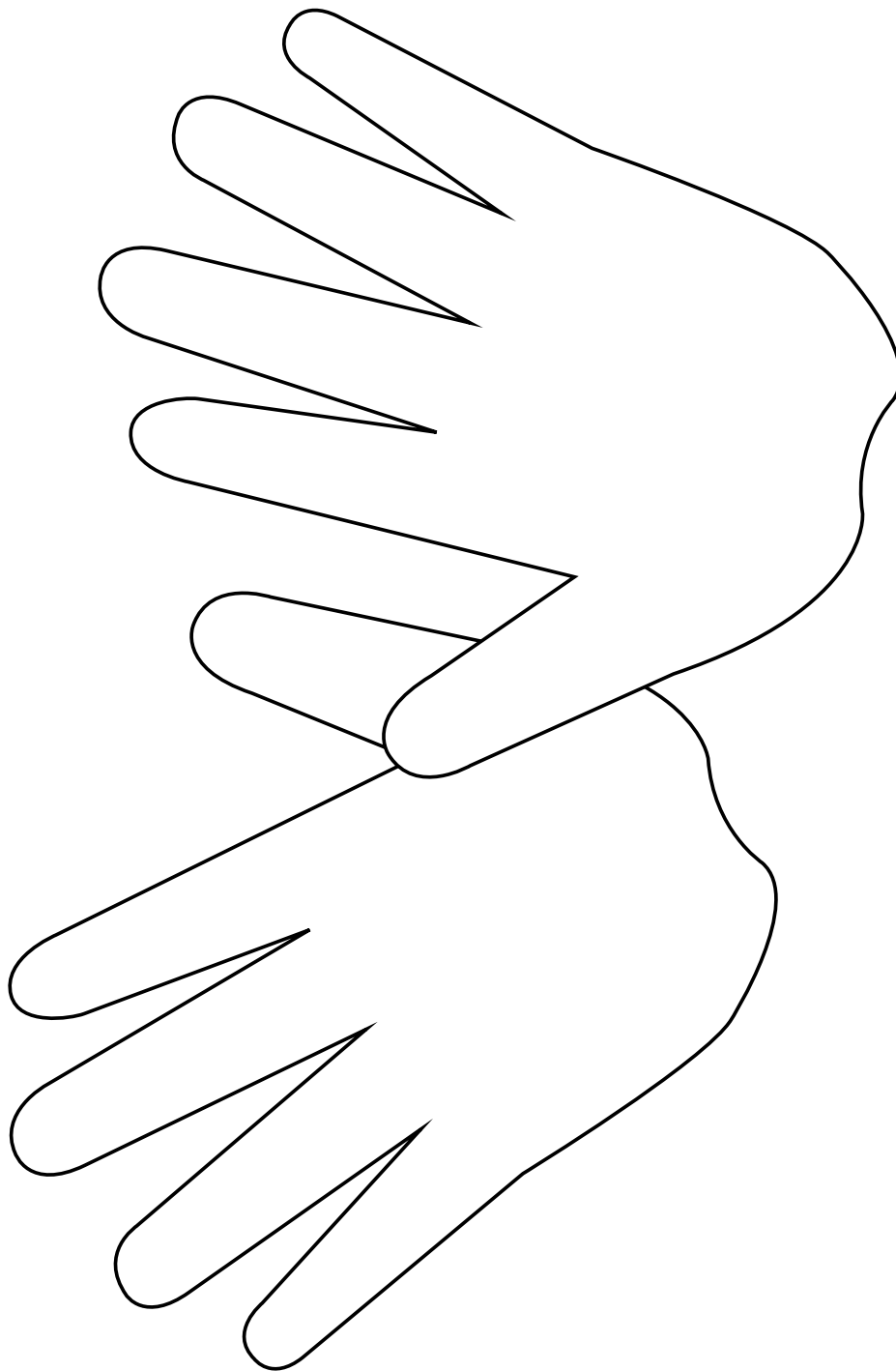
- Before interacting with members of the school and wider community, set or review classroom expectations for the project.
- Ensure that students, through the assistance of a teacher, parents or helper, are actively participating and collecting data throughout the Take Action phase.

Report and Celebrate

- Invite students to share their service experience and the actions they took with students from other classes.
- With teacher assistance, create a presentation with videos, photographs and anecdotes to show your school community the impact of the *Realize the Dream* initiative and how the community service experience assisted your school community. Consider sharing the presentation link on social media to inspire others in your school or community to take action. Students can use the hashtag #RealizetheDream.
- Ask students to discuss how their action raised awareness in their school about the importance of being involved in community service to help your school or community. Invite students to write or draw one way they personally helped in the community service experience.



Blackline Master 1: Helping Hands



Permission is granted by WE Charity to reproduce for classroom use.

Blackline Master 2: Helping vs. Community Service

Directions: Cut along the dotted lines. Read the sentences and glue them where they belong under "Helping" or "Community Service."

Helping	Community Service
I carried all the books from the classroom to the library.	My friends and I collected books to give to children who didn't have any to read.
I saw a person struggling to open the door, and I opened it for them.	Over the weekend, I spent time with an adult helping individuals in need, such as elderly people at an assisted living home or a local food bank helping people who are hungry.
I filled up boxes with food for people who are hungry and brought them to a local food pantry.	Every Thursday afternoon I practice math skills with children in kindergarten.
I listened to my friend when they were sad.	I cleaned up my toys and room.
My class had a bake sale to raise money to help people.	packed up the reading corner in the classroom.
My friends and I picked up the garbage in the playground.	I helped an elderly person while crossing the road or with a task.

REALIZE
the **DREAM**



an initiative of

**MARTIN
LUTHER
KING III
FOUNDATION**

LEGACY+