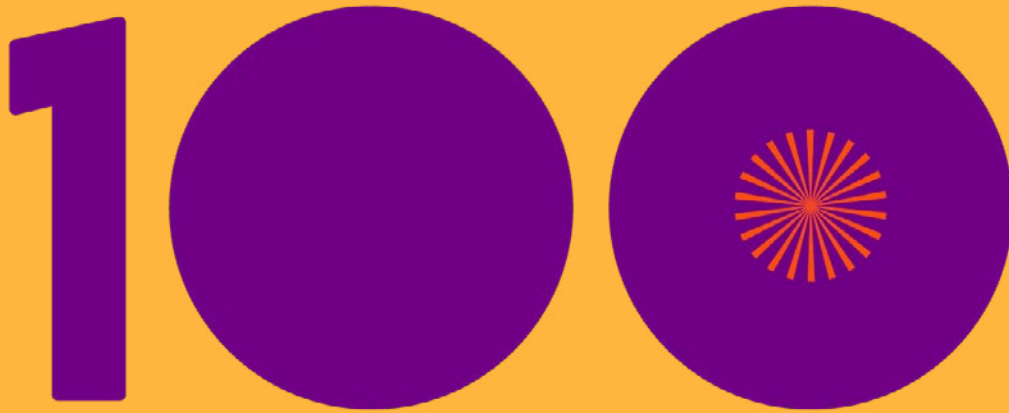
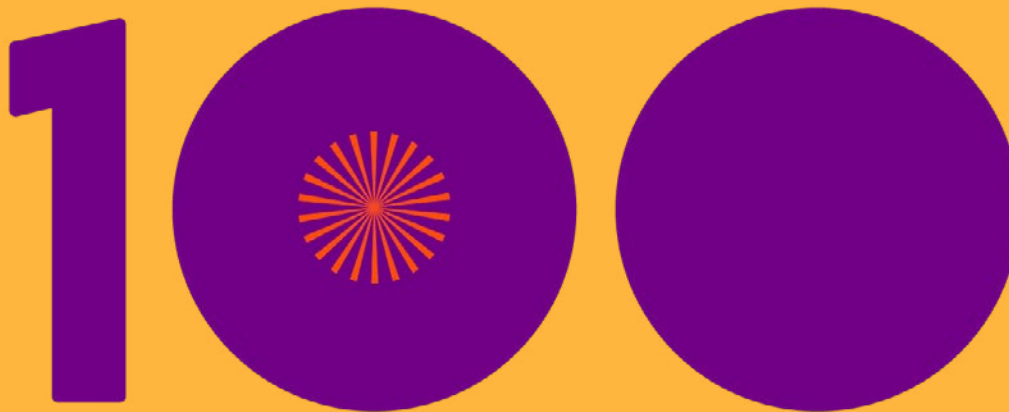


REALIZE
the **DREAM**



— FOR —



COMMUNITY SERVICE: UNIFYING YOUTH THROUGH ACTION

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



GRADES 4 TO 6

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' experiences 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

Community service is important and has various benefits. From neighbors helping neighbors in tough times to communities honoring their veterans and elders, we continually step up to make our communities better places for us to live together. Community service brings together people who are passionate about an issue and connects them to initiatives and organizations that thrive on the drive, skill and commitment of volunteers.

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.

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. Teaching strategies included in this package range from collaborative group work, questions and discussion to 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:

**COMMUNITY
SERVICE OR
HELPING?**



LESSON 1: COMMUNITY SERVICE OR HELPING?

SKILLS LEARNED:

INFORMATION
LITERACY

REFLECTION

CRITICAL
THINKING

SUGGESTED TIME:

■ 45 minutes

LEARNING GOALS:

Students will:

- Understand the difference between helping and community service
- Recognize ways they currently help and volunteer in their communities

MATERIALS:

- "Kids Volunteering – Behind the News," "<https://www.youtube.com/watch?v=E9tc8BldkJI> (3:04)
- "Happiness Is Helping Others," "<https://www.youtube.com/watch?v=zcrulov45bl> (3:04)

Common Core Alignment

■ CCSS.ELA-Literacy SL.4.1, SL.5.1, S.L.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on grade 4/5/6 topics and texts, building on others' ideas and expressing their own clearly.
■ CCSS.ELA-Literacy W.4.2, W.5.2, W.6.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

National Curriculum Standards for Social Studies

■ NCSS #4	Individual Development and Identity
■ NCSS #6	Power, Authority and Governance
■ NCSS #10	Civic Ideals and Practices

Word Bank

■ Help	Make easier/better
■ Community Service	Work helping people in the local community that somebody does without being paid Source: https://www.oxfordlearnersdictionaries.com/



Investigate and Learn



Prior knowledge check: Invite students to think-pair-share this question: What do you think the difference between **helping** and **volunteering/community service** is?

- Show students the videos “Kids Volunteering – Behind the News,” <https://www.youtube.com/watch?v=E9tc8BldkII> (3:04) and “Happiness Is Helping Others,” <https://www.youtube.com/watch?v=zcrulov45bl> (3:04).
- After students have watched the videos, invite students to work together as a class to create definitions for the words “help” and “community service.”
- Ask two students to complete a regular classroom task to assist the teacher. As a class, create a list of ways that students assist the teacher inside or outside of the classroom. Ask the class, were these students helping or doing community service in each of the jobs or tasks? Encourage students to justify their thinking process.

- In small groups, have students create a list of opportunities in which they can or have done community service and helped. What was the thought process for categorizing the activities? While students are collaborating in their small groups, ask students, when you do community service, are you still helping?

Help: Make easier/better

Community Service: Work helping people in the local community that somebody does without being paid

Source: <https://www.oxfordlearnersdictionaries.com/>

Recommended Assessment of Learning:

Ask students to write a reflection on their previous experiences of helping and doing community service. Encourage students to reflect on how their experience of community service was different to their experience of helping.



LESSON TWO:

HOW DO I PARTICIPATE IN COMMUNITY SERVICE?

LESSON 2: HOW DO I PARTICIPATE IN COMMUNITY SERVICE?

SKILLS LEARNED:



CRITICAL
THINKING



REFLECTION



LEADERSHIP
SKILLS



RESEARCH AND
WRITING

SUGGESTED TIME:

- 45 minutes

LEARNING GOALS:

Students will:

- Identify ways they can engage in community service in their school and local community
- Recognize how the act of community service can benefit both themselves and the individuals or organization they are assisting

MATERIALS:

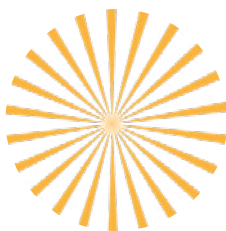
- Blackline Master 1: Local Organizations
- *Uncle Willie and the Soup Kitchen* written by DyAnne DiSalvo-Ryan (1991). If you use the video, just share the title with them first (14:57). https://www.youtube.com/watch?v=8HrqDc_LLZg

Common Core Alignment

■ CCSS.ELA-Literacy SW.4.9, W.5.9, W.6.9	Draw evidence from literary or informational texts to support analysis, reflection and research.
■ CCSS.ELA-Literacy W.4.3, W.5.3, W.6.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details and clear event sequences.

National Curriculum Standards for Social Studies

■ NCSS #6	Power, Authority and Governance
■ NCSS #10	Civic Ideals and Practices



- Show students the cover of the picture book *Uncle Willie and the Soup Kitchen* by DyAnne DiSalvo-Ryan (1991). If you use the video, just share the title with them first https://www.youtube.com/watch?v=8HrqDc_LLZg (14:57).

Explain to students that this book shares the community service of a little boy. In pairs, ask students to predict what this community service experience could be, using the information in the title and on the front cover of the text. Share these predictions with the class, but do not read the story to the class yet.

- Ask students to think-pair-share to this question: Do you know of any organizations where people volunteer? Have students considered whom this organization helps and why they are helping? What specific activity are they doing to help? Encourage students to draw from experiences or think about organizations where they want to do community service. During the follow up discussion, offer further organizations that students did not think of.
- As a class, collate the list of organizations that were discussed.

Create a three-column table with the headers Local Organization, Cause and Activity (Blackline Master 1: Local Organizations).

Students will use the table to create a list of organizations, the purpose the organization serves in the community, and the specific activities individuals participate in while doing their community service.

Explain to students that each organization offering community service has a purpose or cause they are working toward. (For example: The cause of *Realize the Dream* is to bring the vision of Martin Luther King III, Arndrea Waters King and Yolanda Renee King to life by charting a new course that unites us all—inspiring and motivating people to act and serve, not just on

MLK's national holiday, but to serve our communities every single day. This initiative will record acts of community service to reach the goal of 100 million hours by January 2029.)

- Read the story *Uncle Willie and the Soup Kitchen* to the students.

After the story is completed, ask students to reflect, discuss and write short answers to the following questions in small groups:

- a. Why did the boy want to volunteer?
- b. Who did the boy help? How did this make a difference for those he helped?
- c. Why was the boy uncomfortable around some people who came to the soup kitchen?
- d. What was the purpose of the organization the boy volunteered for?

- Invite students to individually reflect on the experience the boy in the story had volunteering in the soup kitchen.

Ask them to write a letter in the **voice of the boy**, to his Uncle Willie, about his experience of volunteering—describing how he felt before, during and after the experience. To demonstrate their understanding, students may think about the people they helped during a community service experience, how they felt while helping and if they fulfilled their purpose of community service, then use this experience to place themselves in the character's persona. Ask students to consider why the boy wanted to volunteer.



LESSON THREE:

RESEARCHING AN PPORTUNITY FOR COMMUNITY SERVICE

LESSON 3: RESEARCHING AN OPPORTUNITY FOR COMMUNITY SERVICE

SKILLS LEARNED:



INFORMATION
LITERACY



REFLECTION



RESEARCH AND
WRITING

SUGGESTED TIME:

- 45 minutes plus additional time for research

LEARNING GOALS:

Students will:

- Find a cause they are passionate about
- Research an organization where they want to do community service
- Create a proposal to recommend an organization to their class

MATERIALS:

- "Making a World of Difference," <https://www.youtube.com/watch?v=6WzRtWb70Qs> (2:40)
- Blackline Master 2: Community Service Proposal

Common Core Alignment

■ CCSS.ELA-Literacy W.4.7, W.5.7, W.6.7	Conduct short research projects that build knowledge through investigation of different aspects of a topic.
■ CCSS.ELA-Literacy W.4.4, W.5.4, W.6.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.

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



- Show students the quote: "Donate yourself, not money." Share the video "Making a World of Difference," <https://www.youtube.com/watch?v=6WzRtWb70Qs> (2:40) with students. Ask students to discuss the quote from the video: "Donate yourself, not money." What does that mean to you? How can you "donate yourself"? Invite students to share any experiences of when they have shared time and knowledge.
- As a class, revisit the Organization, Cause and Activity chart. Review the chart and add any additional causes. In pairs, ask students to discuss and write down their ideas for how they can make a difference through doing community service and what cause they are passionate about. Share ideas with the class.
- Ask students to discuss: Do you know of an organization that holds the same interest and purpose that you are passionate about? Is there an organization that believes in a similar idea and purpose to you? Continuing in pairs, ask students to select one organization from the list that is aligned to their cause.

Action Plan

- Using Blackline Master 2: Community Service Proposal, ask students to consider how their idea aligns to the cause and their selected organization.

Using the blackline master, students should research the organization they will recommend to their classmates. Encourage students to consider the following questions:

- a. What is the organization's purpose? How does it help people?
- b. Why do I want to devote my time and knowledge to this organization?
- c. What will I give to this organization and what do I hope to gain from the experience?

Students can research their selected organizations to gain a better understanding of how they can have an impactful community service experience.

- Invite students to individually present their proposal and discuss why they chose this organization in a teacher-student conference.



LESSON FOUR:

**COMMUNITY
SERVICE
TAKING
ACTION**

LESSON 4: COMMUNITY SERVICE TAKING ACTION

SKILLS LEARNED:



SUGGESTED TIME:

- 75 minutes +
Take Action phase

LEARNING GOALS:

- Students will:
- Explore ways to take action with the *Realize the Dream* initiative
 - Reflect on their community service experiences and the impact they have made

MATERIALS:

- Completed Blackline Master 2: Community Service Proposal
- Materials to create presentations, such as posters or a program such as PowerPoint
- Blackline Master 3: Action Plan
- Phone or camera to take pictures or video of students taking action

Common Core Alignment

■ CCSS.ELA-Literacy SL.4.1, SL.5.1, SL.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher led) with diverse partners on grade 4, 5, 6 topics and texts, building on others' ideas and expressing their own clearly.
■ CCSS.ELA-Literacy SL.4.4, SL.5.4	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
■ CCSS.ELA-Literacy SL.6.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume and clear pronunciation.

National Curriculum Standards for Social Studies

■ NCSS #4	Individual Development and Identity
■ NCSS #6	Power, Authority and Governance
■ NCSS #10	Civic Ideals and Practices



LESSON 4: COMMUNITY SERVICE TAKING ACTION

- Revisit with students *Realize the Dream*, an initiative which aims to engage, mobilize and inspire youth to take action on key issues directly impacting them and their communities.

Explain to students that this campaign is focused on identifying local and global issues that they'd like to address through community service.

- Using the proposal created in the previous lesson, ask students to develop a presentation to persuade their peers to choose their organization for community service. Students can create a poster, PowerPoint or other type of presentation program. Encourage students to focus on the following:

- a. The organization's mission, vision and values.
- b. The central issue the organization is focused on addressing.
- c. What skills will they contribute to the organization?
- d. What will they gain from this community service experience?
- e. Does this experience contribute to their big idea to change the world?

- Invite students to share their presentations with the class. After all student presentations are completed, have the class vote the organization that interests them and would be a place where they would like to volunteer.

- As a class, discuss how students can contribute to the *Realize the Dream* initiative recording their hours of community service and sharing with the school and on social media. Once students have selected an organization for community service, as a class, brainstorm and create a list of actions and organize a time when students can volunteer for their selected organization.

Action Plan

- Using Blackline Master 3: Action Plan, complete a plan of action to ensure that the community service process runs smoothly.

- In small groups, allocate each student a role to ensure that their community service experience is implemented and is beneficial for themselves and the organization.
 - a. Contact the organization to schedule a time (and place, if there are multiple locations) to volunteer.
 - b. Organize transport and travel.
 - c. Will there be any costs for volunteering? How will these costs be distributed?
 - d. How will students know if they made a beneficial contribution?

Take Action

- Before interacting with members of the school and wider community, review classroom expectations.
- Ensure students are actively participating and meeting their created goals throughout the Take Action phase.

Report and Celebrate

- Ask students to create a video, blog or written visual reflection to understand the deeper impact of the Take Action phase and to consider how they can ensure their initiative has lasting impacts.

Reflection Questions

- Students should respond to two of the following reflection questions:
 - How will we ensure that the initiatives we started will continue?
 - How might we support the initiative to spread to other schools or communities?
 - How will we continue to seek feedback from others about additional ways we can make change in our communities?
 - How can we share our knowledge about the importance of community service and understand why we volunteer?
 - Do schools have a duty or responsibility to teach students about the importance of community service?

LESSON 4: COMMUNITY SERVICE TAKING ACTION

- Invite students to share the video, blog or reflection to the wider school or local community to demonstrate how students contributed to an organization and how this contribution aligned with their personal goal.
- Have students consider how their community service contribution can continue to make a difference in their community.



Blackline Master 1: Local Organizations

Name _____

Organization	Cause	Activity

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Blackline Master 2: Community Service Proposal

Student name _____	Grade _____
Organization _____ _____	Organization's mission, vision, values _____ _____
Why did you choose this organization? _____ _____ _____ _____ _____	
Who will you help? _____ _____ _____ _____	
What skills will you learn? _____ _____ _____ _____	
What skills or strengths do you have to offer? _____ _____ _____ _____	

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Blackline Master 3: Action Plan

Name _____

Organization _____ _____	Location address _____ _____	
Contact person and information _____ _____		
Project lead _____ _____	Cause _____ _____	
Student actions and activities during volunteer experience: • _____ • _____ • _____ • _____ • _____ • _____ • _____ • _____		
Planning checklist and budget		
Item	Cost	☒
Transportation	_____	☐
Food	_____	☐
Prepared items	_____	☐
	_____	☐
	_____	☐
	_____	☐

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