

Flipped IN-CLASS Lesson Plan

Topic or concept: Introduction to Civic Engagement

*The following learning objectives as given by the department are reproduced here so that I do not seem to be taking credit for them. My goal is to get to the **intent** of these objectives which I don't think I had quite accomplished.*

Course Objective 4:

CLO 4.0: Incorporate civic engagement, social responsibility, and servant leadership into your lifelong wellness and academic/career success.

Module Learning Objectives:

- MLO 4.1: Define concepts of civic engagement, social responsibility, and servant leadership to develop an appreciation of service learning.
- MLO 4.2: Identify your current level and interest in civic engagement, social responsibility, and servant leadership to recognize your role as a servant leader.
- MLO 4.3: Explain the importance of civic engagement, social responsibility, and servant leadership in relationship to your wellness and career/degree choice – (*will address in Lesson 2, not in this lesson*).

Basic objectives for preparatory work (based on MLO 4.1)

Students will:

1. Define terms of importance in this module – Service Learning, Civic Engagement, Social Responsibility, Servant Leadership.
2. Identify historic examples of civic engagement that have proven important to society.
3. Describe at least three ways in which civic engagement is beneficial to college students.
4. Select someone in their community who fits the description of a servant leader.

Advanced objectives for classwork & after class work (based on ML) 4.2)













Students will:

1. Apply knowledge of servant leadership characteristics to defend their selection for “Servant Leader of the Year.”
2. Measure their level of participation in civic activities by completing a civic engagement self-assessment.
3. Discuss the results of their self-assessment.
4. Evaluate their satisfaction with their current role as a servant leader.

	Time planned	Activity and rationale	Resources needed
Beginning of class period	15 mins	<ul style="list-style-type: none"> ▪ Review terminology with matching quiz and questions (5 mins). ▪ Mini-lecture with checks for understanding <p>These activities will expand and solidify concepts of service learning, civic engagement and servant leadership (10 mins).</p>	<p>Clickers or mobile devices</p> <p>Lecture prep/ PowerPoint slides</p>
Middle of period	25	<p>Group Activity:</p> <ul style="list-style-type: none"> ▪ Students promote their nominee for Servant Leader (from homework assignment), to the group. Group decides on one nominee; writes name on board immediately to prevent duplication (5 minutes). ▪ Each group defends its choice of nominee to class -2-minute pitch; class votes to decide on the winner. Class discusses why the “winner” was chosen (20 mins). <p>This activity helps students to focus on the characteristics and activities of servant leaders and more easily identify them.</p>	Information from preparatory assignment.
Middle of period (use if needed)	10 mins	<p>Individual Work: Students complete Civic Engagement Worksheet with guidance from professor and submit screen shot of results sheet.</p> <p>This activity will help students become aware of their participation in civic activities. It will also show them the types of activities in which they <i>could</i> participate (10 mins).</p>	Handout: Civic Engagement Checklist

	Time planned	Activity and rationale	Resources needed
	15 mins	<p>Think-Pair-Share – Students review, then discuss general worksheet results with a partner: “What did you learn about your level of engagement in civic activities?”</p> <p>This activity allows students to reflect on their civic involvement and get the perspective of another.</p>	Handout: Interpretation of Results
End of period	10 mins	<p>Reflection: Students complete the Minute Paper in Class and turn it in. This activity helps students solidify understanding and get answers to lingering questions. It helps the professor note areas of strengths or areas requiring clarification and guides future class discussions.</p> <p><u>Minute Paper Questions</u> List the important concepts you gained from today’s lesson? What do you still find most confusing about today’s lesson? What surprised you the most about today’s lesson?</p>	Handout: Minute paper template

Flipped AFTER CLASS Work Plan Template

Advanced learning objective	Activity and rationale	Instructions to students								
Students will evaluate their satisfaction with their current role as a servant leader.	<p>Students will write a reflection stating the results of their civic engagement self-assessment and how satisfied they are with the results.</p> <p>This assignment will serve as preparatory assignment for Learning Objective 4.3 (<i>next lesson</i>) and may also help students explore their commitment to civic duties.</p>	<p>How satisfied are you with your current role as a servant leader?</p> <p>1. Choose a face (right click, copy and paste).</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;"></td> <td style="text-align: center;"></td> <td style="text-align: center;"></td> <td style="text-align: center;"></td> </tr> <tr> <td style="text-align: center;">Very Satisfied</td> <td style="text-align: center;">Satisfied</td> <td style="text-align: center;">Somewhat Dissatisfied</td> <td style="text-align: center;">Very Dissatisfied</td> </tr> </table>					Very Satisfied	Satisfied	Somewhat Dissatisfied	Very Dissatisfied
										
Very Satisfied	Satisfied	Somewhat Dissatisfied	Very Dissatisfied							

Advanced learning objective	Activity and rationale	Instructions to students
		<p>2. In a one-half to one-page, double-spaced, typewritten paper, answer the above question by explaining why you chose that face.</p> <p>The following steps will help you, but you are not limited to them.</p> <ul style="list-style-type: none">a. Indicate the “face” you selected (picture or in writing)b. How did the results classify your civic engagement?c. What in those results caused your feeling of satisfaction or dissatisfaction?d. How interested are you in improving your satisfaction?e. What further activities could you engage in to either keep you feeling satisfied or raise your level of satisfaction? <p>3. You will submit this assignment on the Canvas link online by class time on Wednesday. It will serve as the basis for Wednesday’s in-class session.</p>

GUIDED PRACTICE

Class: HHS 1010

Date assigned: Week 3 - Monday

Date due: Week 4 - Monday

Time estimate to complete this assignment: 60 mins.

Overview/Introduction

This lesson sets the foundation for understanding civic engagement, explores the concepts involved, and examines the proven benefits to college students and the larger society. Apart from the established benefits of participating in civic activities, this module is important because this is a designated “cl” (civic learning) course and is a university requirement for graduation.

Note All assignments are on Canvas and are to be accessed and submitted online unless you are specifically told to bring in your work.

Learning Objectives

Basic objectives

The following learning objectives address learning objective MLO 4.1 from the course syllabus,

- **MLO 4.1:** Define concepts of civic engagement, social responsibility, and servant leadership to develop an appreciation of service learning.

Students will:

1. Define terms of importance in this module - Service Learning, Civic Engagement, Social Responsibility, and Servant Leadership.
2. Identify historic examples of civic engagement that have proven important to society.
3. Describe at least three ways in which civic engagement is beneficial to college students.
4. Select someone in their community who fits the description of a servant leader.

Advanced objectives

The following learning objectives address learning objective MLO 4.2 from the course syllabus:

- **MLO 4.2:** Identify your current level and interest in civic engagement, social responsibility, and servant leadership to recognize your role as a servant leader.

Students will:

1. Apply knowledge of servant leadership characteristics to defend their selection for “Servant Leader of the Year.”
2. Measure their level of participation in civic activities by completing a civic engagement self-assessment.
3. Discuss the results of their self-assessment.
4. Evaluate their satisfaction with their current role as a servant leader.

Preparatory Activities and Resources:

1. Tasks

- a) Civic Engagement 101 Video & Quiz (10 Mins)
 - Watch the following 5:58-minute video, [Civic Engagement 101](https://www.youtube.com/watch?v=IBrmwYdp6gU) (<https://www.youtube.com/watch?v=IBrmwYdp6gU>), click [HERE](#) for captioned version.
 - Take the brief 5-point quiz that follows. You may also retake the quiz. 10 mins.

- b) Unpacking Civic Engagement Video and Quiz_2 (10 mins)
 - Watch the following 4:56-minute video then: [Unpacking Civic Engagement](https://www.youtube.com/watch?v=m-sPZlCpxfY) (<https://www.youtube.com/watch?v=m-sPZlCpxfY>), click [HERE](#) for captioned version).
 - Take the brief 5-point quiz that follows. You may also retake the quiz.

- c) Definition and Description of Terminology + Quiz (15 minutes)
 - i. Google the following terms and read the definitions and descriptions of each term (see some suggested sites below). Some of these terms were already identified in the videos. It's even okay to use Wikipedia for this assignment!
 - Service Learning
 - Civic Engagement
 - Social Responsibility
 - Servant Leadership
 - ii. Take the brief terminology matching quiz on Canvas – You may also retake the quiz.

- d) Get creative and have some fun! Imagine your community (local neighborhood, city, or campus community) is taking nominations for candidates to be named Servant Leader of the Year. Whom would you nominate? (15 mins)
 - i. Check your community blogs, flyers and/or the local news for someone whom you think fits the description of a servant leader and submit your nomination online.
 - ii. Along with the name, state at least three reasons (more reasons are okay) why this person deserves the title. *List* each reason as 1, 2, and 3... using *just one* complete sentence for each reason. You will defend your choice to your group.
 - iii. Submit your response on the discussion board link provided in Canvas. Only your team members (and me of course), will see your nomination. You will see theirs after you have posted.

2. Below are a number of resources, including readings and videos, that may help you in your preparatory assignment. Remember that the assigned videos, above, also address the definitions.

- Video: The Definition of Civic Engagement, https://archive.nytimes.com/www.nytimes.com/ref/college/collegespecial2/coll_ascu_defi.html?mcubz=3
- Article: The Benefits of Service Learning, <https://www.metrokids.com/MetroKids/Education/The-Benefits-of-Service-Learning/>
- Article: Four Types of Corporate Social Responsibility, <https://bizfluent.com/info-8117691-four-types-corporate-social-responsibility.html>
- Article: How to Identify and Hire Servant Leaders, <https://gethppy.com/leadership/how-to-identify-and-hire-servant-leaders>
- Article: How do You Lead a Community? The 6 Common Characteristics of Servant Leaders in Communities, <https://cmxhub.com/how-do-you-lead-a-community-the-6-common-characteristics-of-servant-leadership-in-communities/>
- Website: Serve in Your Community, <https://www.nationalservice.gov/serve>

Exercises: Please complete by class time, Monday, 8:00 a.m.

1. Log in to Canvas and go to Week 4.
2. Click on each of the assignment links in the “Before Class” category. The assignments are very brief and completing them will prepare you for the class work and the work that follows.
 - There are two video/quizzes, a definitions quiz, and a link to submit your candidate for “Servant Leader.”
3. Read each assignment thoroughly and complete the “Tasks” and “Submissions” by the due date indicated in the assignment.

Questions?

If you have questions or wish further clarification, go to The Muddiest Point on your Canvas home page and pose your questions there. It is an open arena where you may help each other. I also check this discussion board regularly, Monday through Friday and treat Muddiest Point issues more urgently than email or messages.

You may also contact me face-to-face during office hours or during the online office hours posted on the Zoom link in Canvas. You will receive notice each time I open the Zoom link for online office hours.

Of course, you may also send an email or message me through Canvas (preferred), if your issue is personal or grade-related.

ADVANCED PRACTICE

This is given for students to complete after the class meeting in which they work together.

Class: HHS 1010

Date assigned: Week 3

Date due: Week 4, Wednesday, Class Time

Learning Objectives

Advanced objectives

Students will:

1. Apply knowledge of servant leadership characteristics to defend their selection for “Servant Leader of the Year.”
2. Measure their level of participation in civic activities by completing a civic engagement self-assessment.
3. Discuss the results of their self-assessment.
4. Evaluate their satisfaction with their current role as a servant leader.

Activities & Deliverables

1. You will complete this activity by class time on Wednesday.
2. Click on the assignment link in Canvas, read the assignment (shown below), and follow the instructions.
3. Note the rubric attached to the assignment. You will be graded according to the criteria reflected there.
4. Turn in by attaching a Word document in the submission link on Canvas.

Tasks

The following activity is a reflection based on the results of the civic engagement self-assessment you completed in class. The peer discussion and the resources listed below will also provide some background and information for your reflection. Use the information in Nos. 1 and 2 below to guide you. You are addressing the following issue:

How satisfied are you with your current role as a servant leader?

1. Choose a face (right click, copy, and paste).



2. In a one-half to one-page, double-spaced, typewritten paper, answer the above question by explaining why you chose that face.

The following steps will help you, but you are not limited to them.

- a. Copy and paste the “face” you selected.
 - b. How did the results classify your civic engagement?
 - c. What in those results caused your feeling of satisfaction or dissatisfaction?
 - d. How interested are you in improving your satisfaction?
 - e. What further activities could you engage in to either keep you feeling satisfied or raise your level of satisfaction?
3. You will submit this assignment on the Canvas link online by class time on Wednesday. It will serve as the basis for Wednesday’s in-class session.

Resources:

Using the following resources will help you with context for your reflection.

- TED Talk Video by Dolores Huerta (Nov. 2018): How to Overcome Apathy and Find Your Power,
https://www.ted.com/talks/dolores_huerta_how_to_overcome_apathy_and_find_your_power
- TED Talk Video by Danielle R. Moss (Feb. 2019): How we can help the “forgotten middle” reach their full potential,
https://www.ted.com/talks/danielle_r_moss_how_we_can_help_the_forgotten_middle_reach_their_full_potential?language=en
- Forbes Website Article: Are You Ready to Become a Servant Leader,
<https://www.forbes.com/sites/sallypercy/2018/08/02/are-you-ready-to-become-a-servant-leader/#5b577161bc7d>
- Website: National and Community Service:
<https://www.nationalservice.gov/serve>

Questions?

Use “The Muddiest Point” link on your Canvas home page to ask questions or request clarification associated with this activity. I or your classmates will respond. You may also contact me during office hours, face-to-face or during the online office hours on the Zoom link on Canvas. You will receive notice each time I open the Zoom link for online office hours.