

Unit 1: Building Community

Sample Lesson Plan #3- How Can Young People Improve Their Communities? Assessing Local Needs & Opportunities to Serve

Lesson Plan

Topic: How Can Young People Improve Their Communities? Assessing Local Needs & Opportunities to Serve

Enduring Understanding(s): What is my role within my community and how can I enact change in the world around me?

Objective(s):

- **Make observations** of your community to **describe** the story and makeup of your community.
- **Identify** needs in their community and investigate ways to make improvements

Key Terms & Vocabulary: Community, Maslow's Hierarchy of Needs, Biological, Physiological, Self-Actualization, Community Actualization, Need, Poverty, Housing, Health Care, and other terms related to community needs/issues.

Length of Lesson: 1-3 days

Materials & Links:

1. **Lost & Afraid Student Activity:** [Lost and Afraid.pdf](#)
2. [Maslow's Hierarchy of Needs ppt.pdf](#)
3. [The Blackfoot Wisdom that Inspired Maslow's Hierarchy - Resilience](#)
4. [Regional Opportunity Index Map](#)
5. [Unequal From Birth](#)
6. [Community Orgs](#)
7. **Lesson Worksheet:** [How Can Young People Improve Their Communities?](#)

Procedure:

1. Establishing our Purpose:

Let students know that they will explore what both individuals and society need to maintain healthy and happy lives and reach self and community actualization. Self-Actualization is the realization or fulfillment of one's talents and potentialities, especially considered as a drive or need present in everyone. You may want to ask students why self-actualization is important to individual success.

**Please note that although the lesson begins with self-actualization, the goal of this lesson is to lead students to acknowledge that community actualization and cultural perpetuity are above self-actualization and ultimately needed/essential to transform society. These ideas stem from several non-western philosophies however, we will be highlighting the Blackfoot Nation's pyramid of cultural perpetuity.*

2. Bellringer/Success Starter:

Please access the document [Lost and Afraid.pdf](#). Allow students 5-8 minutes to select 15 items they would like to bring with them to a deserted island. After students make their selections, explain each level of Maslow's Hierarchy of Needs. Students will utilize the next 10-20 minutes to color code each item they selected according to Maslow's Hierarchy of Needs (physiological, safety, love & belonging, esteem, and self-actualization).

3. Think Pair Share/Group Discussion Activity

After completing the Lost & Afraid activity, lead students into a think-pair-share activity or group discussion. You may refer to the sample powerpoint

[Maslow's Hierarchy of Needs ppt.pdf](#) for progression of questions or please see below:

Question 1: Which level do you feel is the most important need that we must have in order to be happy and healthy? Please choose 1 and tell me why: Food & Water, Friendship, Respect, Family, and Housing

Question 2: Do you believe everyone should have access to the need you listed as most important? Yes or No, Why or Why not?

Question 3: Does everyone have access to the need you listed as being the most important? Yes or No, Why or Why not?

Question 4: What happens when we don't have access to each level of the pyramid?

Question 5: So where do we find these things when we need them?

*note: Question 2 might lead to some disagreement in your classroom. Please allow students to share their ideas, however, there is only one correct answer to this question: YES, all people deserve access to each need listed in the pyramid. For groups that answer no, please ask prompting questions that lead them to a process of self-discovery that prioritizes community actualization. Do not move on until the entire class is in agreement that all people regardless of race, class, gender, religion, etc. should have access to these items and experiences.

Question 3: The correct answer is no. You may want to discuss historical legacies that have affected people of color and their opportunities to meet those needs.

Please do not rush through this section. Student discourse is of priority and leads to their own realizations of issues that affect their communities and themselves. For students who may feel uncomfortable sharing out loud, they can respond independently on paper or in a journal.

4. Community Needs

Discuss with students that in indigenous communities, specifically the Blackfoot Nation, community actualization sits above self-actualization. Ask students why they believe community actualization leads to success. After sharing responses, explain to students that they will be investigating their local community to identify and address needs that exist and impede community actualization. You can display the image of the Blackfoot Pyramid here:

[The Blackfoot Wisdom that Inspired Maslow's Hierarchy - Resilience](#)

5. Independent Work

Worksheet: [How Can Young People Improve Their Communities?](#)

Introduce the Regional Opportunity Index Map to students and have them identify their cross streets of either their home or school. Ask them to identify the color of the region and what that color means. Have students brainstorm what the terms "highest opportunity" and "lowest

opportunity” mean to them. Ask what factors do you think influence the ranking of your community?

After exploring the regional opportunity index map, students brainstorm at least 5 community needs that need to be addressed. You can use the examples of the slideshow here or list your own: [Examples of Community Problems](#) examples should include poverty, homelessness, racism, etc.

Once students have identified 5 needs, explain the fact that most often communities of color are disproportionately affected by community issues such as poverty, health issues & concerns, violence, etc. due to RACISM. This is not a discussion, it is a fact.

If students need an example or if you would like to provide a case study to students on how this is true, you may use this article to discuss the ways in which Fresno’s historical legacy has impacted people of color: [Unequal From Birth](#) If you show the video, skip scenes with drug use.

Next, ask students to brainstorm ways to address these issues. Students will have excellent ideas, however, we know that addressing community issues are more complex. However, there is one answer: we address these needs through community action.

6.How do we address the needs of our community?

Provide students with a list [Community Orgs](#) of local non-profits and community organizations working to improve our communities. Students will research at least 3 organizations that peak their interest and identify what needs they hope to address, what actions they have taken throughout the community, and how students can get involved.

You may want to invite a member of the community to speak to wrap up this lesson/unit.

IPG - Literacy	Principles & Outcomes	How does your lesson align with FUSD’s IPG literacy and principles of Ethnic Studies?
<ol style="list-style-type: none"> 1. Culture of Learning/ High Expectations 2. Challenging Content 3. Ownership 4. Every student 5. Improving Everyday 	<ol style="list-style-type: none"> 1. Love & Respect: Act with love and respect for: the whole of each other’s personhood and our community. 2. Holistic Analysis: to examine ourselves and the world with Critical Consciousness. 3. Critical Hope: to realistically assess 	<p>1. Culture of Learning: Students demonstrate:</p> <ul style="list-style-type: none"> • self-management skills by following behavioral expectations, classroom directions, and executing transitions and procedures efficiently, independently and with peers. • engagement in the work of the lesson from start to finish; there is a sense of urgency about how time is used and

	<p>one's environment through a lens of equity and justice while also envisioning the possibility of a better future</p> <p>4. Collective Liberation: center the voices and lived experiences of our communities to build shared power and accountability that foster a just and transformed world.</p> <p>5. Solidarity: to the collective value of all people by acting consciously and consistently by challenging historic patterns of marginalization and oppression.</p> <p>6. Reflection: Reflect on the impact and process of our actions to be better.</p> <p>7. Transformation: the daily and ongoing cycle of learning, unlearning, shedding, and growing that emerges into the creation of new and radical possibilities.</p> <p>Outcomes:</p> <p>1. Cultivate empathy, community actualization, cultural perpetuity², self-worth, self-determination, and the holistic well-being of all participants, especially Native</p>	<p>managed.</p> <ul style="list-style-type: none"> • social awareness skills (i.e. listening, disagreeing respectfully, building on thoughts or arguments, perspective taking, social cues) and cultural awareness through interactions with teachers, peers, and course content. • openness to the exploration of identity, diversity, justice, and social action to develop an inclusive learning community • a joy for learning through positive relationships with their teacher and classmates and strong classroom culture. <p>2.A. Challenging Content:</p> <ul style="list-style-type: none"> • A majority of the lesson is spent listening to, reading, writing, and/or speaking about text(s). • The text(s) are at or above the complexity level expected for the grade and time in the school year. Consider Lexile level, levels of meaning or purpose, text structure, language, knowledge demands, and scaffolding provided by the teacher. • The text(s) exhibit exceptional craft and are part of a coherent sequence that builds students' knowledge and understanding of a global world view <p>2.B. Challenging Content:</p> <ul style="list-style-type: none"> • integrate reading, writing, speaking and listening, and/or language standards to support students in building their understanding of the text and topics under consideration. • require students to use evidence from text to demonstrate understanding
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	<p>People/s and people of color;</p> <ol style="list-style-type: none"> 2. Celebrate and honor Native People/s of the land and communities of color by providing a space to share their stories of struggle and resistance, along with their intellectual and cultural wealth; 3. Center and place high value on the pre-colonial, ancestral knowledge of Native people/s and people of color that is typically marginalized in society; 4. Critique empire-building in history and its relationship to white supremacy, racism and other forms of power and oppression 5. Challenge imperialist/colonial⁵ beliefs and practices on multiple levels⁶ 6. Connect ourselves to past and contemporary resistance movements that struggle for social justice on the global and local levels to ensure a truer democracy; and 7. Conceptualize, imagine, and build new possibilities for post-imperial life that promotes collective narratives of 	<p>and to support their ideas about the text. These ideas are expressed through both written and oral responses.</p> <p>3. Ownership:</p> <ul style="list-style-type: none"> • have opportunities for productive struggle and demonstrate perseverance in reasoning and problem solving in the face of initial difficulty. • provide text evidence to support their ideas and display precision in their academic discourse and/or written responses. • share their developing thinking about the content of the lesson. • elaborate on initial thoughts to explain their thinking. • talk about and ask questions about each other's thinking to clarify, self-assess and/or improve their own understanding and determine next steps to improve learning outcomes. <p>4. Every Student:</p> <ul style="list-style-type: none"> • Frequent monitoring of students' literacy abilities by both the teacher and students drives content of intervention so that students get what they need in order to comprehend grade-level text. • The content being taught addresses specific skills and knowledge that hold students back from reading grade-level complex text, such as decoding, fluency or factors that contribute to comprehension (i.e. vocabulary, complex syntax, cultural or literary knowledge, etc.) <p>5. Improving Every Day:</p> <ul style="list-style-type: none"> • Questions, tasks, and/or assessments yield data that
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	<p>transformative resistance, critical hope, and radical healing.</p>	<p>allow the teacher to assess students' progress toward learning outcomes aligned to grade level</p> <ul style="list-style-type: none">• Student responses and work demonstrate that students are on track to achieve stated or implied learning outcomes as identified by various assessment.• Responses within the classroom are monitored and instruction is adjusted in real time with gradual release <p>Principles:</p> <ol style="list-style-type: none">1. Love & Respect: Act with love and respect for: the whole of each other's personhood and our community.2. Holistic Analysis: to examine ourselves and the world with Critical Consciousness.3. Critical Hope: to realistically assess one's environment through a lens of equity and justice while also envisioning the possibility of a better future4. Collective Liberation: center the voices and lived experiences of our communities to build shared power and accountability that foster a just and transformed world.5. Solidarity: to the collective value of all people by acting consciously and consistently by challenging historic patterns of
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