

**LESSON: Backward Planning & Action      GRADE:      3****OBJECTIVES:****Civic Literacy****SS.3-5.PSCI.1 Understand the rights & responsibilities of each citizen & demonstrate the value of lifelong civic action.**

- Understand why civic responsibility is important and know examples of civic responsibility.
- Understand opportunities for leadership and public service in the student's own classroom, school, community, state, and the nation.
- Understand the importance of voluntarism as a characteristic of American society.

**MATERIALS & RESOURCES:**

- Sticky notes or a Tack-E-Wall
- Scratch paper
- Markers
- Results of Bulletin Board Investigation
- [Brainstorming Rules from Studio 1151](#)
- Lists of resources from sources such as—
  - [350.org](#)
  - [4-H Service Learning](#)
  - [Big Help](#) Grant Program
  - [Celebrate Urban Birds Event Planning](#)
  - [Eco Hatchery](#)
  - [K-12 Learn and Serve Grants](#)
  - [Keep America Beautiful](#)
  - [KidsGardening.org](#)
  - [Wild Ones](#)
  - [Youth Service America](#) grants

**PRESENTATION:**

Use this activity after the Bulletin Board Investigation, as the next step toward the service-learning project. Review the needs they identified in that activity, and tell them that today they're going to take steps to plan the service-learning project. Just for fun, have them stand up and come to the front of the classroom. Now have them walk backward, one baby step at a time until they get to their desks. Tell them that their desks represent the final service project, and that now we're going to "walk" backward to figure out all the stuff that needs to be done so the project can be successful.

**DIRECTIONS:**

Once your group has used the Bulletin Board Investigation to decide on a service-learning project, start with that project.

1. Ask the group what it will look like. Have them draw a picture of what they see in their heads, or use words to describe it.
2. Have the children talk about their visions until they come to an agreement of what their service-learning project is.
3. Now help them brainstorm the steps it will take to get there.
4. Use sticky notes to keep track of their ideas for steps. This makes it easier to put the steps in order if you change your mind.
5. Work backwards to define the steps toward completing the service-learning project.
6. Each group member should have sticky notes or scratch paper and markers, at least one sheet for each step of the process needed to accomplish the activity.
7. They start with the last step on one sheet of scratch paper or sticky note, and work their way back to the beginning, rearranging as necessary.
8. Once you've laid out all the steps, put them into a timeline that is realistic for your class.
9. Now you have a comprehensive, orderly plan for going forward.
10. Begin your service project (see Service Project Lesson Plan).

**TIME:****60 min**, plus service project

## **PROCESSING THROUGH THE SIX PILLARS:**

### **WHAT HAPPENED?**

- How did you decide on the steps you would take to complete your service project?

### **SO WHAT?**

- How did your planning for the service project demonstrate the Citizenship Pillar?

### **NOW WHAT?**

- How will you follow the steps you have planned to make sure you complete your service project?