

FACILITATOR GUIDE: Citizenship Reflection**GRADE: 9th – 12th****CONCEPTS & SKILLS:**

- Determine people's strengths and assign roles accordingly
- Recognize own and other's good efforts

MATERIALS & RESOURCES:

- None

PRESENTATION:

This lesson is designed to follow the service project, but you can adapt and use it to reflect on any significant experience your class has. A very important part of being a good citizen includes communicating our feelings about others. This includes appreciating actions of others that are responsible, and examples of good citizenship. We also need to be sure to accept such feedback graciously. This activity is going to help the students practice these skills.

Introduce the students to the concept of the classroom as a community. The definition of community is

- a group of people living in the same place or having a particular characteristic in common: *Rhode Island's Japanese community* | *the scientific community*.

Even though our class doesn't live together, we still spend a big part of our days together, and we are all about the same age, with the same purpose, learning and being the best members of this group we can be.

Now lead a discussion with the following questions—

- What do people in communities have to do to be successful?
- What do communities need to survive?
- What do you see other members of your class doing to help the community?
- How do you think we could help each other do more of those things?
- What makes you want to be helpful?

Compliments and appreciation from our peers can be a big motivator. So we're going to practice getting and receiving compliments appreciations.

DIRECTIONS:

1. Have students sit in a circle.
2. Tell them to think of one compliment or appreciation they'd really like to receive about their work on the service project, or their day-to-day work in the classroom.
3. Tell the students one compliment you'd like to receive that relates to your own classroom citizenship. Now ask for a volunteer from the students to put that compliment in their own words and give it to you.
4. Thank them sincerely. Tell the class that sometimes we forget to accept a compliment or appreciation graciously, and that we're going to practice that skill too. When someone tells us something nice, it's the same as giving us a gift. We need to accept it with a thank you.
5. Ask the participants to pair up, or just go around the circle, asking for and giving each other the compliments they request.
6. Now, tell the students you're going to play a game called "Touch someone who..."
 - a. Divide the group into 3 or 4 smaller groups. You can do this by having them choose a playing card (heart, diamond, club, spade). They should look at their cards but not show them to anyone else. Make sure you have equal numbers of each suit to pass out.
 - b. Have the group sit comfortably around the room, either on the floor or on chairs, so there is space to walk around.
 - c. Ask everyone to close their eyes, and keep them (and their mouths) closed for the whole activity. Explain the activity while everyone is sitting with eyes closed.
 - d. Let them know that you will ask each group at a different time to open their eyes and stand. Then you will read a statement, beginning with "Touch someone who..." The standing group will then quietly walk around and gently touch the arm or shoulder of someone for whom the statement applies. This is a silent and anonymous activity.
 - e. Give enough time for the standing group to touch a number of others before reading the next statement. Come up with at least 3-6 unique statements for each group. After each group finishes its last statement, ask them to return to their seats and close their eyes. Wait for them to settle before you ask the next group to open their eyes and stand.
 - f. Repeat with all the small groups. Allow a minute or two of quiet reflection after the last group returns to their seats.

g. Examples of Statements: Touch Someone Who...

- You'd like to get to know better
- You think is a good leader
- Inspires you
- You appreciate
- You look up to
- You admire
- You trust
- You wish you knew more about
- Makes you laugh
- Communicates well
- Is a positive influence
- Works well with others
- You have learned from
- You enjoy being around

TIME:

45 minutes

PROCESSING THROUGH THE SIX PILLARS:

WHAT?

- What happened when you tried to think about a compliment you'd like to receive?
- Were you able to think of something? More than one thing?
- Do you think all the people in the class contribute?
- If not, how can we help those who don't contribute as much to contribute more?

SO WHAT?

- How did it feel to get compliments?
- How did it feel to compliment someone else?
- Which do you like better?

NOW WHAT?

- How do communities look? Think of your neighborhood, church, mosque or temple? That's another kind of community.
- How could this activity help us be better citizens in our classroom community?
- How could you use this in other places?
- Where?