

Day 9: March 16th

Standard and Indicator

Roles of Citizen: 5.2.8 - Describe group and individual actions that illustrate civic virtues, such as civility, cooperation, respect and responsible participation. (Individuals, Society and Culture)

Materials

1. Teacher
 - a. MITS bus
 - b. Latex free gloves (x48)
 - c. Our Laws for Motivate Our Minds
2. Student
 - a. Coats
3. Resources

Barker, C. (2017, February 22). *March 16th*. Lecture presented in Motivate Our Minds, Muncie.

Ride with MITS. (2017). Retrieved February 26, 2017, from <http://www.mitsbus.org/>

Objective

1. The students will participate in their volunteer service at Motivate Our Minds.

Motivation

1. I will ask the students who remembers what volunteer services we will be doing at Motivate Our Minds based on our survey analysis.
2. I will randomly call a student.
3. I will express how excited I am to be going to Motivate Our Minds.

Goal for Learner

1. "Today, we are going to Motivate Our Minds to do our volunteer service for the community. We will be vacuuming, cleaning windows, and cleaning computer tables, which was based on our analysis of the survey."

Content and Procedures

1. Teacher Content
 - a. I will contact MITS bus to ensure that someone will be picking us up at 9:30 a.m. and dropping us back off at Longfellow at 10:30 a.m.
 - b. I will contact Carol Baker to ensure that we can volunteer at Motivate Our Minds at 9:30 a.m.
2. Procedures
 - a. I will get the students from Specials at 9:10.
 - b. We will wait outside for the MITS bus.
 - c. On the bus, I will go over the laws and consequences that the class came up with on Tuesday.
 - d. I will explain to the class that other misbehaviors will not be tolerated and they will be in the office.

- e. I will explain to the parent/guardian volunteers, that they are more than welcomed to participate in our volunteer services.
 - f. Once we arrive at Motivate Our Minds, the students will get off of the bus and wait outside.
 - g. I will go inside to talk to the receptionist to go over the details quickly.
 - h. Based on the survey results, I will explain the rules that Motivate Our Mind has in place on how to do certain volunteer services. For example, if you are picking weeds, do not pick anything that is green.
 - i. I will explain the procedures for each volunteer service.
 - j. I will hand out any tools that are needed.
 - k. Then, the students will begin working on their volunteer service.
 - l. After about twenty to thirty minutes, the student will place their tools back where they belonged.
 - m. After the tools are put away, the students will say thank you to the receptionist for letting us come in and do our volunteer service.
 - n. Everyone will get on the MITS bus at 10:50 and go back to Longfellow.
 - o. Once back at Longfellow, the students will tell the parent/guardian volunteers thank you and head back to class.
 - p. In class, I will randomly call on students to share some of their experiences.
3. Checking for Understanding
 - a. After telling the students the laws and consequences, I will ask the students if they understand after each law and consequence.
 - b. After telling the students that there will be consequences for other misbehaviors, I will ask the students if they understand.
 4. Lesson Summary
 - a. The students and other volunteers will go to Motivate Our Minds to do our volunteer services based on our service results. Once we are back in the classroom, students will share their experiences.

Practice/Application

1. The students will do their volunteer services for the community at Motivate Our Minds.
2. The students will reflect on their experiences.

Evaluation of Student Learning

1. Mr. York, other volunteers, and myself will be observing students, as they will do their volunteer services for the community at Motivate Our Minds.
2. I will be listening to the students as they share their experiences.

Closure

1. “Great job today everyone! You all worked really hard at Motivate Our Minds and I greatly appreciate that and so do they! Today, we completed our volunteer service for the community. Would someone tell me what else we completed based on the unit? Great job! Tonight, I would like you to begin thinking about all of the activities we did, your volunteering experience, and what it means to do your civic duty.”

Accommodations

1. Students with Special Needs:
 - a. To accommodate students with special needs, I will give them enough time to fully understand the concepts and the directions. Students will also be placed in groups that will help them with their volunteer services.
2. Students who are Gifted and Talented
 - b. To modify for students who are gifted and talented, I will give them some of the more challenging volunteer services.