



Leadership/Citizenship & Community Responsibility

ELEMENTARY

Teaching the TPS Community Guidelines and LIFESKILLS is an integral part of developing responsible citizens. They provide a day-to-day definition of Personal Best and identify social and personal parameters for students and adults.

Leadership/citizenship and community responsibility is taught by providing shared leadership during collaborative activities, encouraging real-world political and social responsibility activities, and classroom governance through classroom leadership roles and school-wide groups such as Student Council.

Another component of leadership/citizenship is developing an awareness and respect for diversity, equity, and fairness for all. By using TRIBES to build community within the classroom, a positive environment can be developed that fosters mutual respect and recognizes the worth of all individuals. By participating in community-based activities and developing an awareness of the need for social action, students learn about civic responsibilities and the need to honor diversity, equity, and fairness.

By providing choice and responsible decision-making, students learn how to become good citizens. Developing inquiries based on Gardner's Multiple Intelligences provides for individual differences for learning.

Teaching students how to set goals helps them define direction and to take charge of their learning experiences. By developing agreements for working together and procedures to guide learning, teachers provide a systematic and unambiguous way to teach students the personal and social skills they need to be successful as team players.

Communication is an essential skill in developing lifelong learners. By using cooperative groups, TRIBES, movement activities, and the fine/performing arts students will learn how to communicate effectively.

Social/political action projects are central to growing responsible citizens and for providing students opportunities in real-world ways. "Social /political action is a call to action, moving from knowing about to doing something that matters. A project can occur midway into study of a topic or be a culminating activity. It's what students find important and compelling. It might take the form of lobbying the city council for a stoplight at the school, pressing the EPA or local governmental entity to complete a cleanup, replanting trees, visiting the elderly, ensuring that homeless children get school supplies, etc. In the process of such projects, young citizens discover the levers of our democratic system, learn the personal skills to make their opinions heard and considered, and develop the courage and perseverance to press on until problems get resolved. They also develop a commitment to give back to society through service projects." (Kovalik and Olsen. *Exceeding Expectations: A User's Guide to Implementing Brain Research in the Classroom*. Books for Educators.)

Suggested Texts:

Lewis, Barbara. *The Kid's Guide to Service Projects: Over 500 Service Ideas for Young People Who Want to Make a Difference*. Minnesota: Free Spirit Publishing, 1995.

Lewis, Barbara. *The Kid's Guide to Social Action: How to Solve the Social Problems You Choose—and Turn Creative Thinking into Positive Action*. Minnesota: Free Spirit Publishing, 1981.

Pearson, Sarah S. *Finding Common Ground: Service Learning and Education Reform*. Washington, D. C.: American Youth Policy Forum, 2002.

SECONDARY

The goal of public education is to prepare literate and responsible citizens who will be able to function productively in a democratic society. In working toward the development of responsible, productive, and contributing citizens, students should have ample opportunities to become involved in developmentally appropriate activities that build student leadership and citizenship in the classroom and in activities outside the classroom. By becoming involved in activities that develop leadership, citizenship, and community responsibility, students are able to gain the skills and “hands-on” experience that are necessary for living in an increasingly complex, global society that requires citizens who know when and for what purpose civic action should be initiated.

At the secondary level, leadership, citizenship, and community responsibility are embedded in the daily experiences of all students. Following are examples of student leadership and citizenship within the classroom and school:

- Practicing the TPS Community Guidelines and LIFESKILLS
- Having an awareness of and respect for diversity
- Working cooperatively in groups
- Valuing school involvement in clubs and organizations
- Developing an ethic of service
- Participating in classroom and school governance
- Being an active participant in the learning community
- Valuing participation in community-based activities that foster social awareness and community responsibility

In addition to in-school experiences, secondary students have the opportunity to practice leadership and citizenship skills in the following special programs:

- Close Up
- Civic Initiation Project 540
- Explorer Scout Troops

Leadership, citizenship, and community responsibility development through community service activities assists students in developing an understanding of community needs and how to strengthen their communities. Through community service, students learn to value service and volunteerism, thus broadening their perspective what it means to be a contributing member of society.

The following list represents examples of actions that good leaders and citizens might take.

Civic Actions

- Belonging to a neighborhood or service club
- Discussing issues with others holding the same and different views so as to broaden one’s own views
- Studying issues in depth
- Taking part in a food or clothing drive
- Tutoring
- Working at the polls
- Defending a position with reasons/evidence
- Wearing a campaign button to support a candidate or issue
- Protesting anti-democratic actions
- Holding an elective office
- Writing a letter to the editor about a community, national, or international issue
- Voicing opinions in the discussion of issues
- Obeying laws
- Volunteering on projects for common good
- Reading about or listening to the daily news
- Posting a political sign in the yard
- Supporting democratic values such as freedom, law, justice, and dignity
- Raising questions when studying an issue
- Registering for the draft
- Working for a candidate
- Registering to vote and voting

THE TULSA MODEL
Leadership/Citizenship and Community Responsibility
Rubric for Assessment

	Stage 1	Stage 2 (Incorporates Stage 1)	Stage 3 (Incorporates Stages 1 and 2)
<u>Leadership / Citizenship and Community Responsibility</u>	<ol style="list-style-type: none"> 1. Teachers have procedures in place for students to communicate ideas, challenges, opinions, and insights. 2. Collaborative classroom activities provide opportunities for leadership development. 3. Choices provide students with opportunities to build responsible decision-making. 4. Students participate in setting behavior and learning goals. 	<ol style="list-style-type: none"> 1. Teachers and administrators model and demonstrate understanding of problem-solving strategies. 2. The entire school community knows and uses the TPS Community Guidelines and the LIFESKILLS. 3. Students participate in school clubs and before- and after-school activities in the community that improve the quality of life, such as volunteer projects or service-learning projects. 	<ol style="list-style-type: none"> 1. Students are involved in service learning projects that are tied to academic curriculum and may involve feeder pattern schools. 2. Students are involved in social and/or political action projects. 3. Students assume leadership roles within the classroom, the school, and the community; responsibilities are shared among members of the learning community. 4. Students develop a positive work ethic and personal and social skills.