

## AFTER SCHOOL TOUR (1-5)

**OBJECTIVE:** Students will provide suggestions on a school improvement project based on a campus tour.

**STANDARDS:**

- **1.C3.3:** Explain how community groups work to accomplish common tasks and fulfill responsibilities. Such as voting, volunteering, community clean-up or recycling campaigns, and becoming informed.
- **2.C4.1** Explain how people work together to identify and solve problems within our world.
- **5.C4.2** Use a range of deliberative and democratic procedures to make decisions about and act on issues and civic problems in their classrooms and schools.

**CIVICS EXAM QUESTIONS:**

- Which of the following includes two ways that Americans can participate in their democracy? **A:** Vote and run for office

**TIMELINE:** This lesson fits best at the beginning of the Idea Collection phase, shortly after introducing the School Participatory Budgeting (SPB) process.

**APPROXIMATE LESSON LENGTH:** 45 minutes

**SUPPORTING MATERIALS:**

- Clipboards and paper
- 4 posters titled “people,” “materials,” “environment,” and “other” posted in different areas in the room

**VOCABULARY:**

- **Collaborate:** Work jointly to create or accomplish something

**INSTRUCTIONS:**

### 1. Engage

- To get students “dreaming,” ask students, “What would you buy for our school with \$1 million?” Have students share out, and point out any related suggestions (i.e., gym, outside areas, playground)
- To introduce the activity today, summarize the SPB process and indicate the actual budget.

## 2. Explore

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- To get students thinking about projects to address school needs, lead a 10-minute walking tour around campus. Prepare students with a clipboard, paper, and writing utensils.
- During the tour, ask students to take notes or draw pictures of any areas that could benefit from additional equipment or improvements. Be sure to walk through various high-traffic areas, such as the front office, outside recess areas, the cafeteria/gym, a classroom or two, and a specials room (if possible). Students should take notes or draw pictures on all areas, not just one.

## 3. Explain

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- Upon returning to the classroom, students will go back to their seats with their notes/pictures.
- Teacher will ask students whose responsibility it is to come up with improvements for their school. Discuss how school or district leadership is often charged with this responsibility, but do not always know about the student experience.
- Encourage students to use their voice to offer suggestions or implement improvements on campus. Elaborate that, as citizens, it is our responsibility to participate in our communities by voting, running for office, and voicing suggestions.
- Ask students to share some of the improvement suggestions found throughout the tour. Ask students to choose one that they are most passionate about.
- Students will be directed to go to one of the posters whose heading fits best with their passion project.

## 4. Elaborate

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- Have students record their passion project on the poster. Students will then explain their project idea with their peers in their small group at the poster with a similar heading.
- Within the four small groups, students will further discuss how their projects may be combined or aligned and begin creating a project proposal. Each small group should take notes to record any ideas or possibilities discussed regarding the project, including the next steps needed to create their project proposal.

## 5. Evaluate

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- Small groups will turn in their notes, along with a summary or title for their proposal and a list of next steps needed to be taken.