

## Service Learning Lesson Plan

**Project Title:** Click it or Ticket  
**Main Subject Area:** ELA

**Grade Level:** 5  
**Theme:** Health and Wellness

**Duration:** One month

### Objective/Description

During the month of May, students read informational texts (articles) to learn about seat belt safety. They gain knowledge about the importance of buckling up and raise seat belt awareness within the school. Students hold their own “Click It or Ticket” campaign the last couple days of school to persuade students to be safe in the car. Fifth grade students perform research, give a presentation to all grade levels in their school, and pass out rewards to students who are wearing their seatbelt when they arrive during the last week of school. This project will focus on using informational text to research this important topic. Reading informational text will increase comprehension skills and will build upon background knowledge, which will overall improve each student's reading achievement.

### Common Core Content Standards

- **CCSS.ELA-Literacy.RI.5.7** Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
- **CCSS.ELA-Literacy.RI.5.9** Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
- **CCSS.ELA-Literacy.W.5.7** Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
- **CCSS.ELA-Literacy.W.5.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.
- **CCSS.ELA-Literacy.SL.5.4** Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

### Driving Question

How can I raise seatbelt awareness in our school?

### Investigation

**Research, class instruction, interviewing civic leaders and/or professionals, surveying neighbors or peers**

- Have students read the following two informational texts about seat belt safety:  
[http://kidshealth.org/kid/watch/out/car\\_safety.html#](http://kidshealth.org/kid/watch/out/car_safety.html#)  
<http://www.safercar.gov/Vehicle+Owners/Resources/A+Parents+Guide+to+Playing+It+Safe+with+Kids+and+Cars> (click on A Parent's Guide to Playing It Safe with Kids and Cars link)
- Bring in a police officer to talk about the real Click It or Ticket Campaign and discuss seatbelt safety.

## Preparation

### **Collaborative problem solving, planning, and task assignment by & with the students**

- See “Planning Tools” at [http://servicelearning.childreninc.org/?page\\_id=527](http://servicelearning.childreninc.org/?page_id=527).
- As a class, brainstorm what students can do to help raise seatbelt awareness in their school; brainstorming could be done by having students write ideas on post-it notes and placing them on the board.
- As a class, plan ways to create an awareness campaign, possibly including a “seatbelt check week.”
- Have students use the informational texts that they read previously to plan and create the campaign (This can be done in pairs, groups, or whole group. It may be a good idea to break the students into groups and give each group a certain grade level as their audience.)
- Encourage students to find and use one more informational article that focuses on this topic.
- Have students make awards or certificates (or allow them to be creative and use/create other tangible items) to pass out during the Click It or Ticket seatbelt check week; students also advertise for this campaign by creating posters/ads, making announcements, passing out flyers, etc.
- Direct students to schedule dates and times for their presentations by contacting the other teachers.
- Assign students to take pictures during the “Action” steps (to be used in reflection steps).

## Action

### **Service activities or methods used to address a social issue or community need**

- Give seatbelt safety presentations to the school.
- Conduct a “seatbelt safety check” each day one week of school, and pass out awards/certificates to the students who arrive to school wearing their seatbelt.

## Reflection

### **Frequent assessment of students’ growing knowledge and developing skills; refer to driving question/objective**

- See “Reflection/Evaluation” at [http://servicelearning.childreninc.org/?page\\_id=483](http://servicelearning.childreninc.org/?page_id=483).
- Before introducing the project, tell students to draw a picture showing what they think car safety is; lead a discussion about car safety, raising the issue of wearing seatbelts in the car. Pose the following questions:
  - Do you ALWAYS wear your seatbelt?
  - Do your friends ALWAYS wear their seatbelts?
  - Do you think it is important to ALWAYS wear your seatbelt? Why or Why not?
- After reading the articles and listening to the speaker, have students write a reflection piece about what they learned.
- After choosing the methods for the awareness campaign, discuss how the activities chosen address the driving question.
- Post the pictures that the students took during the project. Ask the students to reflect on the pictures. Go back to the driving question and see if the students have answered it through this project.

## Demonstration of Knowledge

### Assessment of students' knowledge/skills and project outcomes

Place four to five large pieces of poster paper around the room. Ask students to write something that they learned on each piece of paper then read aloud what everyone learned from this project.

## Community Partners

### Includes anyone who offers expertise to the project or who benefits from the project

Local police department

## Outcome

### Funds or goods generated, direct or indirect service provided, advocacy or education done

Seatbelt safety campaign

## Secondary Subject Areas (All that apply are in bold)

- English, Reading, Language Arts
- World Languages
- Arts
- Mathematics
- Science
- Economics
- Geography
- History
- Government and Civics
- Global Awareness
- Financial, Economic, Business, and Entrepreneurial Literacy
- Civic Literacy
- **Health Literacy**
- Environmental Literacy

## 21<sup>st</sup> Century Skills (All that apply are in bold)

- Career Readiness
- **Creativity and Innovation**
- **Communication and Collaboration**
- **Critical Thinking and Problem Solving**
- Physical Education
- Initiative and Self-direction
- Flexibility and Adaptability
- Consumerism
- **Information Literacy**
- **Media Literacy**
- **Technology Literacy**
- Productivity and Accountability
- Leadership and Responsibility
- Social and Cross-cultural Skills