Grade 11 Community Service Learning

Term 1 - 30 complete lesson plans

Ready to teach, in the KICD lesson-plan format | 40-minute lessons | PDF and editable Word

ABOUT THIS PACK

30 complete, ready-to-teach Grade 11 Community Service Learning lesson plans for Term 1, covering civic dialogue, advocacy in the school community, leadership development and intercultural competence.

TOPICS IN THIS PACK

Topic	Name	Lessons
1.1	Civic Dialogue	8
1.2	Advocacy in the School Community	8
1.3	Leadership Development	7
1.4	Intercultural Competence	7

INSIDE EVERY LESSON PLAN

- The specific learning outcomes, key inquiry question, core competencies, values and PCIs, and the resources needed.
- A timed lesson flow: what the teacher does and what the learners do, from introduction to summary.
- The key content (a worked example, notes or a practical with its expected results), then four practice questions with the answers for the teacher.
- The common mistake to watch for, and ideas for learners who need support and for those ready for more.
- A four-level CBC assessment rubric (EE, ME, AE, BE), homework, and a blank reflection space to fill in after teaching.

A TASTE OF LESSON 1

What civic dialogue is and why communities need it

By the end of the lesson, the learner should be able to: a) explain the meaning of civic dialogue; b) give reasons why civic dialogue is valuable to a community

> **Talking together to solve a shared issue**
> A community is a group of people who share a place, an interest or an identity: a class, a school, a village or an estate. A civic dialogue is an organised, respectful conversation among members of a community about an issue that affects them all, held in order to understand one another and find a way forward.

You also receive this pack as an editable Word file, so you can change any lesson to suit your class before you print it. Lessons follow the order of the KICD curriculum design.

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What civic dialogue is and why communities need it

Strand 1.0 Citizenship > Sub-strand 1.1 Civic Dialogue | Lesson 1 of 8 | 40 minutes

SCHOOL	TEACHER	DATE
CLASS / STREAM	TIME	ROLL (B / G)

SPECIFIC LEARNING OUTCOME(S)

By the end of the lesson, the learner should be able to: a) explain the meaning of civic dialogue; b) give reasons why civic dialogue is valuable to a community

KEY INQUIRY QUESTION(S)

- How would you conduct an effective civic dialogue?
- Why are civic dialogues important in a community?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Communication and collaboration**	Learners explain their thinking to a partner and report their findings to the group.
COMPETENCY	**Citizenship**	Learners take turns, listen to others and link the work to life in their community.
COMPETENCY	**Self-efficacy**	Learners attempt each task with confidence and see that effort improves results.
VALUE	**Respect**	Learners listen while others explain and accept correction politely.
VALUE	**Patriotism**	Learners use Kenyan examples — shillings, local markets, familiar places.
VALUE	**Peace**	Learners settle differences calmly during group work.
PCI	**Online safety**	Learners follow safety rules when using materials and moving about.

LEARNING RESOURCES

Charts showing the qualities and steps of civic dialogue | Print media and approved textbooks | Notebooks and flip-chart paper

ORGANISATION OF LEARNING

Groups of five to six for brainstorming, skits and planning, with roles that rotate (facilitator, note-taker, timekeeper, reporter); whole class for presentations and critique; supervised community session with the teacher and the school's permission.

KEY WORDS

civic dialogue | community | stakeholder | inclusivity | flexibility | solution-oriented | active listening | clear purpose | facilitator | ground rules | recommendation | critique | report

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THE LESSON AT A GLANCE

Introduction	Teacher models	Guided practice	On their own	Wrap-up
6 min	9 min	10 min	9 min	6 min

Inside this plan: the step-by-step lesson flow with what the teacher and learners do, the key content, practice questions with answers, a common mistake to watch for, an assessment rubric on the four CBC levels, support and extension ideas, homework and a reflection page.

LESSON FLOW

Stage	Minutes	The teacher	The learners
Introduction	6	Greet the class and ask: "Two neighbours keep arguing about a shared footpath that floods. Would shouting, a court case or a calm meeting with everyone concerned help the most? Why?" Take two or three answers, link them to earlier work, then state today's outcome.	Answer the starter question, recall what they already know and read the outcome aloud.
Step 1: Teacher models	9	Take learners through "Talking together to solve a shared issue" (key ideas on the next page), explaining as you go. Use charts showing the qualities and steps of civic dialogue, print media and approved textbooks, notebooks and flip-chart paper. Ask learners to predict what comes next before you show it.	Watch, predict the next step, ask questions and note the key steps in their exercise books.
Step 2: Guided practice	10	Give questions 1 and 2. Move round the groups, ask "How do you know?" and correct errors kindly on the spot.	Work in pairs or small groups, explain each step to a partner and check one another's answers.
Step 3: Independent practice	9	Set questions 3 and 4 for individual work. Mark as you walk round and note who needs help in the next lesson.	Work on their own, then swap books with a partner to check.
Summary and conclusion	6	Ask two or three learners to state the key idea in their own words. Give this exit question and check the answers: "Name two issues in or near your school that could be handled through civic dialogue."	Say the key idea in their own words and answer the exit question in the exercise book.

KEY IDEAS

Talking together to solve a shared issue

A community is a group of people who share a place, an interest or an identity: a class, a school, a village or an estate. A civic dialogue is an organised, respectful conversation among members of a community about an issue that affects them all, held in order to understand one another and find a way forward.

It is different from a debate. A debate has two sides and aims to win; a dialogue brings many views together and aims to understand and to solve. It is also different from a quarrel, in which people attack each other and not the problem.

Value of civic dialogue: it gives everyone a voice; it builds trust and peace; it lets people make decisions together, so they own the decisions; it brings out ideas nobody had alone; it stops small problems from growing into conflict.

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PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	Define civic dialogue in your own words.	**An organised, respectful conversation among community members about an issue that affects them, held to understand one another and find a way forward.**
2	State one difference between a debate and a civic dialogue.	**A debate aims to win an argument between two sides; a dialogue aims to understand many views and solve a shared issue.**
3	Give two benefits of civic dialogue to a village.	**Any two: everyone gets a voice; trust and peace grow; people own the decisions; new ideas come out; small problems do not grow into conflict.**
4	Name two issues in or near your school that could be handled through civic dialogue.	**Accept real examples, such as litter near the gate, noise, water shortage, bullying or road safety near the school.**

WATCH OUT FOR

Learners may think dialogue means one group explaining its position to the others. Stress that a dialogue includes real listening and that views can change.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

Level	What the learner can do
Exceeds expectations (EE)	Can explain the meaning of civic dialogue confidently and accurately, explain the method used, and apply the idea to new or unfamiliar problems.
Meets expectations (ME)	Can explain the meaning of civic dialogue accurately in familiar situations; notices and corrects slips without help.
Approaches expectations (AE)	Can partly explain the meaning of civic dialogue, or does so with prompts from the teacher or a partner; makes some errors.
Below expectations (BE)	Cannot yet explain the meaning of civic dialogue without direct help; needs the idea taught again with concrete objects.

SUPPORT AND EXTENSION

Learners who need support	Give learners a three-column chart headed Quarrel, Debate and Dialogue and let them sort sentence cards into it.
Learners ready for more	Why might a decision reached through dialogue last longer than a decision announced by one person? (Answer: People who helped to make a decision understand it and feel they own it, so they are more likely to follow it and defend it)
Inclusion	Seat learners with low vision near the board and read aloud whatever you write; use large, clear, tactile materials; allow extra time; pair with a patient partner; use gestures or Kenyan Sign Language for the key words.

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HOMEWORK AND FOLLOW-UP

Redo questions 3 and 4 neatly in the exercise book. Then tell someone at home what you learned about "what civic dialogue is and why communities need it" and bring one question of your own to ask next lesson.

TEACHER SELF-CHECK

- Did every learner get a turn to handle materials or explain their thinking?
- Did most learners meet the outcome? Write down the names of those who did not.
- Was the pace right — did any step take too long or too short a time?
- Which competency and value did I see learners showing?
- What will I change the next time I teach this lesson?

REFLECTION ON THE LESSON / SELF-REMARKS

Write this after teaching - what worked, what to change, which learners need follow-up.

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Qualities of an effective civic dialogue

Strand 1.0 Citizenship > Sub-strand 1.1 Civic Dialogue | Lesson 2 of 8 | 40 minutes

SCHOOL	TEACHER	DATE
CLASS / STREAM	TIME	ROLL (B / G)

SPECIFIC LEARNING OUTCOME(S)

By the end of the lesson, the learner should be able to: a) describe five qualities of an effective civic dialogue; b) identify these qualities in a real or imagined dialogue

KEY INQUIRY QUESTION(S)

- How would you conduct an effective civic dialogue?
- Why are civic dialogues important in a community?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

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