

Community Engagement Lesson Plan


SkillsUSA®

 **Middle School
MOMENTUM**





Community Engagement

Lesson Plan

SkillsUSA Customer Care

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SkillsUSA Community Engagement

Activity 1: Encourage Community Engagement

Goal of the Activity: Students will identify needs of their community and brainstorm community service projects.

Activity Overview: Students will define community and evaluate the community for what is “good” and what needs to be improved. Then students will dream about their ideal community and list those characteristics and aspects. The class will brainstorm community service projects and vote to select one project. Finally, students will state ways they can serve the local community.



Middle School Momentum: Community Engagement

Time Required: 50 minutes

Suggested participants: All middle school students

Materials Needed: Lesson PowerPoint Slide deck (optional), copies of community handout (1 per student), copies of square diagram (1 per student), pen or pencil (one per student), blue paper (one piece per student), and one marker (one per student).

Learning Objectives

Students will:

1. Identify characteristics of students’ dream community.
2. List potential community service activities.

Facilitation Instructions

Part 1: Define Community (4 minutes)

Activity: Definition of Community

1. Ask students to individually consider how they define the word “community.”
2. Have students share with a partner.
3. Invite a few students to share with the class.

Say: “Community is commonly defined as a unified body of individuals such as: the people with common interests living in a particular area.”

Do: Discuss the communities that the students belong to and make up the school.



Part 2: Evaluate the good and bad of the community (9 minutes)

Activity: Community Mind Map

1. Give each student one community handout.
2. Put students into groups of three (try to group students based on their communities of residence.)
3. Instruct students to consider positive aspects of their communities and list these in the circles connected to the “good” circle. Students may add additional circles as needed.
4. Students should consider features and characteristics of the community.
5. Allow 3 minutes for brainstorming.
6. Invite a few students to share with the class.
7. Have students think about what needs to be improved or changed in the community and list these in the circle connected to the “needs” circle.
8. Allow 3 minutes for brainstorming.
9. Invite a few students to share with the class.

Part 3: Create a dream community (15 minutes)

Say: “What do you think it would be like to build a community from scratch?” (allow for two or three student responses)

Say: “How would you begin?” (allow for two or three student responses)

Activity: Dream Community

1. Give each student one piece of blue paper and a marker.
2. Instruct students to draw or write what they would like to see the community look like in 10 years.
3. Allow five minutes for students to write or dream about their dream community.
4. Have students cut around the edges to make the blue paper look like a cloud.
5. Let students share their dream clouds with the class.
6. After sharing, students can use tape to stick their cloud to a poster board.

Say: “What are some common themes and dreams that were shared?” (allow for two or three student responses)

Say: “Why do you think these dreams have not yet been achieved in our community?” (allow for two or three student responses)

Say: “How can we do our part to make sure these dreams come true?” (allow for two or three student responses)

Say: “What challenges might we face in making these dreams a reality?” (allow for two or three student responses)

Part 4: Discover the importance of creativity in decision making (8 minutes)

Do: Display the square diagram using the PowerPoint slide deck or draw the square diagram on the writing surface before the class period.

Activity: “Count the Squares” from SkillsUSA Ignite (pg. 89-90)

1. Instruct students to individually count the squares. (allow 90 seconds)
2. Have students write down the number of squares on a piece of paper.
3. Give each student one copy of the square diagram.
4. Instruct students to individually count the squares again. (allow 2 minutes)

Say: *“How many squares did you see immediately?”* (allow a few responses)

Say: *“How many squares did you see after studying the diagram up close?”* (allow a few responses)

Say: *“When do you make decisions in school? At home?”* (allow a few responses)

Say: *“When do problems and decisions require a creative response?”* (allow a few responses)

Say: *“Who or what can help us be creative and explore alternative solutions?”* (allow a few responses)

Part 5: Brainstorm service projects (10 minutes) *Use this part if the class will conduct a community service project.

Say: *“Today we will embody creativity to make a decision. Decision Making is an Essential Element of the SkillsUSA Framework that we learned about last month.”*

Say: *“What are some service projects we could undertake as a group that would help achieve these dreams for the community?”*

Do: Capture the ideas on the writing surface.

Do: Facilitate a conversation about the service project ideas. Encourage students to consider the budget, resources, time required, impact, and feasibility.

Do: During the next class period, vote to select one service project for the class to plan and conduct.

Part 6: Closing (4 minutes)

Activity: “Service Charades”

1. Have students stand in a large circle facing each other.
2. Students will each share one way they will serve the community this year.
3. Instruct students to share one word or phrase, along with an action that represents the word or phrase.

Say: “Our communities have many needs and opportunities for involvement. We can each make positive changes in our communities and the world. It all starts with a dream and action.”



Tips For Success:

- ✓ Be prepared to ask additional questions about the community to get students thinking.
- ✓ Decide if each class will conduct their own community service project or if all classes will work together on a joint project. This will influence how you lead part 5 of the lesson.
- ✓ Check with administration for pre-approval of service projects. Plan class time in the future to plan and conduct the service project.

Conclusion:

SkillsUSA aims to develop responsible citizens. Participating in community service allows students to understand their role in society and contribute to the well-being of their community.

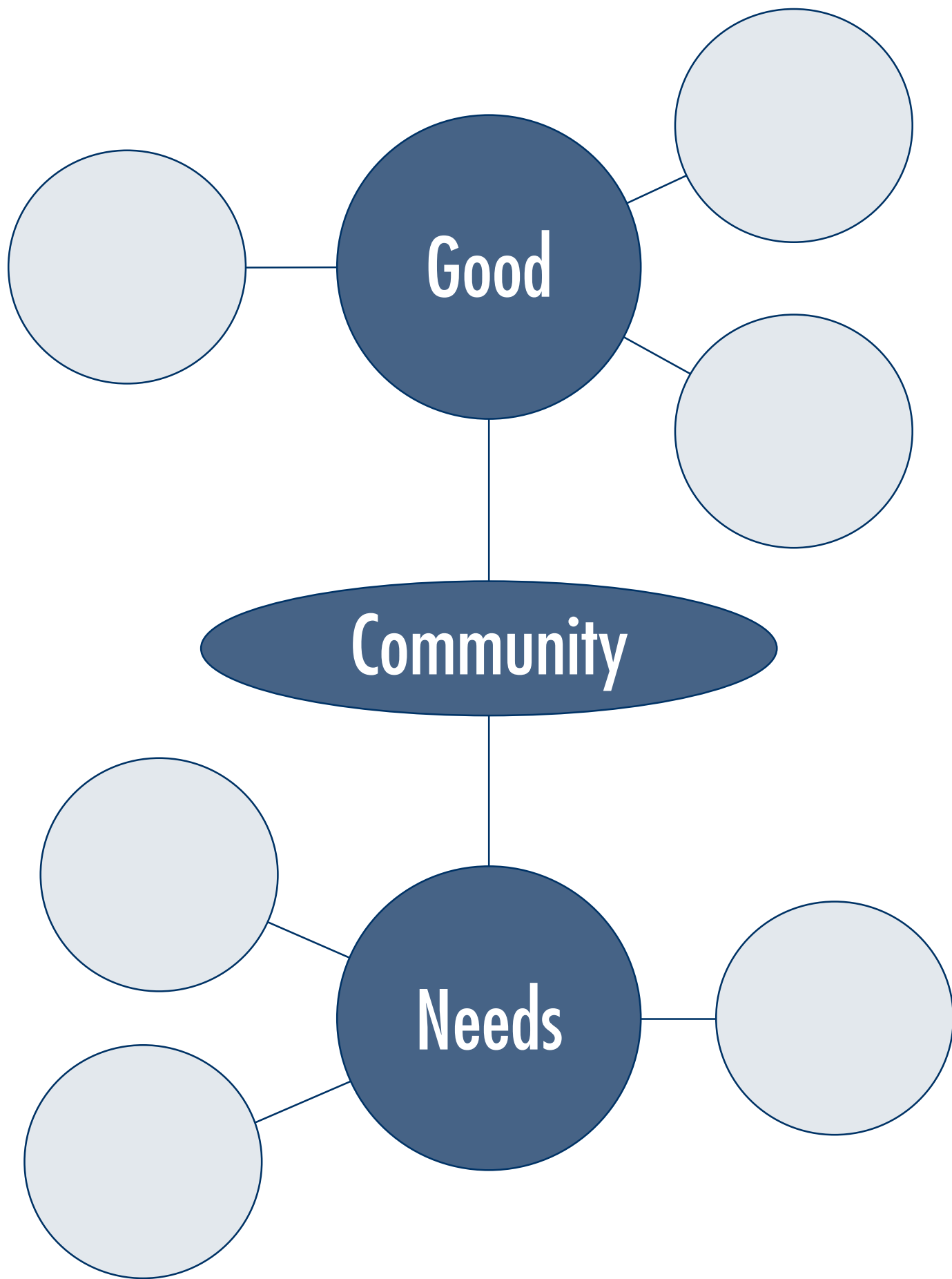
Expand your Skills:

A quick internet search will produce hundreds of service project ideas.

Supporting Resources:

Program of Work toolkit







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