

Student Learning Plan

Unit 6: Citizenship in American History and Government

Small Group Meetings [U6C1L3]



Why this is important:

Citizens participate in two types of Citizen Action Group meetings: small group meetings and representative group sessions. In this learning plan you will examine the process and purpose of small group meetings. You will also practice using the seven citizenship skills as you participate in small group meetings.



What you will learn to do:

(Competency)

Use the small group meeting process in decision-making situations

Linked Core Abilities

Do your share as a good citizen in your school, community, country, and the world



How you will know when you are succeeding:

You will show that you have learned the target knowledge and skills:

- by participating in a You the People (YTP) group meeting and completing the YTP evaluation forms

Your performance will be successful when:

- you provide evidence of how you contributed to the small group
- you adhere to YTP rules for small group meetings
- you follow agreed upon decision-making processes
- you reflect on how well you and your group used the seven Citizenship Skills during the small group meeting
- you evaluate your small group performance using the YTP Group Evaluation form
- you evaluate your performance in the small group using the YTP Individual Evaluation form



Knowledge and skills you will learn along the way:

(Learning Objectives)

- a. Compare simple majority and consensus decision-making processes
- b. Explain the impact of the small group meeting agenda
- c. Describe each You the People ground rule
- d. Identify the small group meeting roles
- e. Explain the small group meeting process
- f. Design a process for the role rotations
- g. Define key words: agenda, consensus, decision-making, ground rule, simple majority, small group leader, small group meeting, timekeeper



Learning Activities:

These learning activities are designed to help you learn the target skills and knowledge for this lesson. Your instructor may assign additional or alternative learning activities.

- ____ 1. PREVIEW this learning plan including the competency, core abilities, learning objectives, performance standards, learning activities, and assessment activities. THINK ABOUT your experiences that involved making decisions. CREATE a Tree Map that displays: 1) your definition of decision-making; 2) techniques you have used to make decisions; 3) examples of decision-making in our government. [Work independently] SHARE your map with a partner. [Work with a partner] ADD your map and responses to reflection questions to your Cadet Notebook.
- ____ 2. [SELF-PACED OPTION] CARRY OUT Learning Activity 1 independently. ADD responses to reflection questions to your Cadet Notebook.
- ____ 3. LEARN ABOUT the You The People (YTP) Small Group Meeting process by viewing the You the People video. [Work with the class] LEARN MORE by reading Section 3: Small Group Meetings in Chapter 1 of your student text. ANSWER the review questions at the end of the section. ADD responses to review questions and reflection questions to your Cadet Notebook. [Work independently]
- ____ 4. [SELF-PACED OPTION] CARRY OUT Learning Activity 3 independently.
- ____ 5. CREATE a Flow Map to plan a process for decision-making that could be used for classroom decisions. INCLUDE at least four steps. SHARE your map with the class. [Work with a team] DECIDE on a process to use when making future classroom decisions. [Work with the class] Add the selected Flow Map and responses to reflection questions to your Cadet Notebook.
- ____ 6. [SELF-PACED] CREATE a Multi-Flow Map to predict the impact if You The People (YTP) rules were not followed in public government meetings. PREDICT how your life might be impacted if the rules are not followed. ADD the map and responses to reflection questions to your Cadet Notebook.
- ____ 7. OBTAIN the Small Group Meeting Reflection Assessment Task from your instructor. PREVIEW the scoring guide. PARTICIPATE in a You The People Small Group Meeting. SELECT a group name and CREATE a rotation for role assignments. [Work with a team] RECORD role assignments and reflection question responses in your Cadet Notebook. [Work independently]
- ____ 8. [SELF-PACED OPTION] OBTAIN the Small Group Meeting Reflection Assessment Task from your instructor. PREVIEW the scoring guide. ARRANGE to PARTICIPATE in or OBSERVE a small group meeting. RECORD responses to reflection questions in your Cadet Notebook. ADD reflection question responses to your Cadet Notebook.



Assessment Activities:

These assessment activities will enable you to show that you have learned the target skills and knowledge for this lesson. Your instructor may assign additional or alternative assessment activities.

- ____ 1. COMPLETE the Small Group Meeting Assessment Task. COMPLETE the YTP Individual and YTP Group Evaluations. SELF-ASSESS your work using the scoring guide. SUBMIT your work to your instructor for feedback and a grade.
- ____ 2. [SELF-PACED OPTION] COMPLETE the Small Group Meeting Assessment Task. COMPLETE the YTP Group Evaluation for a meeting you observed. COMPLETE the YTP Individual Evaluation for a meeting you participated in. SELF-ASSESS your work using the scoring guide. SUBMIT your work to your instructor for feedback and a grade.