

## Neighborhood Good Extension Pack with Supports for ELs/MLs



### TIME NEEDED

Approx. 2 class periods

### MATERIALS

Extension Pack presentation (available via [Google Slides](#))

Access to [iCivics.org](#) for game play

Interactive whiteboard (optional)

### HANDOUTS

Make a Plan Graphic Organizer

Activities (4 pages; class set)

### LEARNING OBJECTIVES

- ✓ Make a plan to address a problem in the community
- ✓ Use information gathered from listening to people in the community
- ✓ Identify elements of a plan that can contribute to impact

\*\*View the English/Multilingual Learner (EL/ML) Extensions throughout the PDF.\*\*

## Step by Step

### Preparation

Familiarize yourself with the game and its built-in EL/ML supports. Then access the [Google Slides](#) which contain all the activities you need (plus teacher notes), but you can also print the paper versions from this PDF.

### 1 Starter Activity

**Display** the listening slides (3-7). Walk students through the questions and talk about why it's important to hear multiple perspectives. Use this time to introduce or reinforce the importance of listening to others in a community. Review Sophia's issue to explain how talking to people will be an important part of the game.

**Non-slide Option:** Distribute the activity pages, and have students complete them, then discuss their answers.

### 2 Mini-Lesson

**Display** the slides to introduce the Parts of a Plan. Have students review Who, How, and Where details (slide 9). Reinforce that to make a plan work, it has to be complete. In the game, students will listen to community members and use the information to make a plan to solve the problem. Ensure that students understand the issues by reviewing slide 10. Reinforce the role of listening first, as directed on slide 11.

**Non-slide Option:** Distribute the activity pages, and have students complete them, then discuss their answers.

### 3 Game

**Direct** students to [iCivics.org](#) and have them play the game [Neighborhood Good](#). Alternatively, try having the class play as a group using your interactive whiteboard or use our EL/ML Supports to enrich and enhance game play. While students are playing, have them collect notes on the Make a Plan Graphic Organizer.

### 4 Follow-Up Activities

**Choose** 2-3 activities, as time allows. All activities are included in the Extension Pack Google Slides and as paper handouts in this plan. There are also 2 "Discussion Questions" slides which can be done immediately after game play. See teacher notes in the slides.

**Optional:** To explore more activities related to civics, service and leadership in the community, visit the [iCivics iCSL website](#) to learn more.

### 5 Assessment

**Evaluate** student learning based on their completion of the Listening to Make a Plan or MY Community activity in the Extension Pack.



## 1 Starter Activity & Mini Lesson

You can adapt the Pre-Game activities to adjust for different English proficiency levels. Try these strategies: using electronic dictionaries or translation tools, providing a word bank or sentence starters to help answer questions, and asking students to discuss the images on the slides. The game also has the option to play in Spanish.

**Background knowledge:** In this game, students talk with community members to find solutions to a local problem. Have students think about problem-solving strategies and who they asked for help. The key words here are WHO/HOW/WHERE.

**Functional Language for questions and answers:** Have students look for this type of conversational language as they play the game. Consider making conversation cards based on these prompts.

- Starting the conversation: *Hello! I am ... ; Great to see you!*
- Talking about problems: *[Problem] drives me crazy; I can't... [do something]; I had a hard time with [problem]; [Problem] is in a crisis. There's got to be a better way to [do something]. There are no [something].*
- Talking about solutions: *I could help; I've got some ideas; What if we...?; We could [verb]; What about...? I think. I suggest. I wonder if...*
- Ending the conversation: *Thanks; Neat offer!; Awesome.; Good idea.; I agree.; Makes sense.*

## 2 Game

**Allow** students to play in pairs or small groups. If possible, place them in mixed-ability groups. While students can play by themselves, we recommend partner play for increased speaking and listening opportunities.

## 3 Post-Game Practice

Here are some suggestions:

- *A. Listening to Make a Plan* Use the script in the notes on slide 16 to model the activity with a volunteer. This activity can be done in class where they speak with four different classmates. Alternatively, you can have them interview two kids in class and then ask two people at home or in their community. Allow students to interview in their native language or use translanguaging.
- *B. Discussion questions* Strategically group your students. Options include: linguistic ability, home language, etc. There are sentence starters and definitions in the slide notes.
- *C. MY Community* This can be done in pairs or groups instead of individually. Students can work together to create a video or audio recording. Alternatively, they could create a poster and those could be displayed at school.

[Click here to access our EL/ML Guide for more tips on game-based learning and ELL.](#)

## Pre-Game Activities

### A. I'm Listening. Answer the questions.

1. What does "listen" mean? Define it in your own words.

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2. Can you think of some examples of when you listen to your friends? Family members? Teachers? Other students?

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3. What does "perspective" mean? Define it in your own words.

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4. What are "multiple perspectives?" Give an example.

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### B. What were you saying? Read the situation and respond to the questions in writing.

**Hi! I'm Sofia. My Grandma wanted me to get some stuff to help her make dinner, but I can't find the grocery store! My hometown has these cool food trucks that come in a few days a week that sells fruits and vegetables.**



1. What problem has Sofia identified?

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2. What possible solution did she mention?

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3. Who did Sofia listen to in order to learn about the problem?

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4. Who are some other people Sofia could speak with to learn more about this problem and possible solutions?

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5. How does listening to others help in a community?

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# Neighborhood Good

Name: \_\_\_\_\_

**C. Who? How? Where?** Now that you know a little about listening, it's time to learn about making a plan. Match the definition to the part of the plan it describes.






- A. The action you could take to address the problem.
- B. The location where the plan could take place.
- C. The people that get involved and help.

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

**D. The Parts of a Plan.** First, look at the icons for the six issues in the game. Use the word bank to match the icon with the issue topic. Then choose one of the issues and answer the questions that follow.

Connecting Students	Fresh Food Desert	Emergencies Only	School Resources	Shelter Setback	What a Waste
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 _____	 _____	 _____
 _____	 _____	 _____

1. Which issue is most interesting to you?

\_\_\_\_\_  
\_\_\_\_\_

2. Who are some people you could talk to about it?

\_\_\_\_\_  
\_\_\_\_\_

3. Explain why each of the people you identified could help you understand the problem.

\_\_\_\_\_  
\_\_\_\_\_

4. Who are some people in a community that could help you with a solution?

\_\_\_\_\_  
\_\_\_\_\_




**While Playing**

**Make a Plan Graphic Organizer.** Use this graphic organizer to explain one of the plans you created for your community challenge.

1. Which problem scenario did you learn about?

\_\_\_\_\_

2. Fill in the WHO, HOW, and WHERE details on the chart then answer the questions below.

	WHO DETAILS		HOW DETAILS		WHERE DETAILS

3. What led you to pick your choice for the WHO step?

\_\_\_\_\_

\_\_\_\_\_

4. Why did you choose the HOW for your course of action?

\_\_\_\_\_

\_\_\_\_\_

5. How did you pick your location for the WHERE step?

\_\_\_\_\_

\_\_\_\_\_

6. Explain how you listened to multiple perspectives while learning about the problem.

\_\_\_\_\_

\_\_\_\_\_

7. How does your plan reflect the multiple perspectives that you heard?

\_\_\_\_\_

\_\_\_\_\_



## Post-Game Activities

**A. Listening to make a plan.** Think about a problem in your school or local community you would like to help solve. You can also choose one from the game. Share the problem with four classmates and take notes on their suggestions. Remember to ask about the who, how, and where details. Then answer the questions that follow.

Sample questions to ask:  
What is something I could do to address this problem? (how)  
Who could help me with a solution? (who)  
Where would this solution take place? (where)



Classmate's name	Their ideas about a possible solution

1. Review your notes and circle the solution ideas that you think will work best.
2. Based on your work, what do you think is the best plan for your problem? Remember to include the who, how, and where details.

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3. How did listening to your classmates help you develop the best solution?

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**B. Discussion Questions.** Answer the questions. Then share your answers with a partner.

1. How did you decide which problem to study first in the game?

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2. Were there any plan ideas you didn't like?

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3. Who were some of the community members in the game?

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4. How did you as the player become a leader in the game?

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5. How did it feel to listen to others in the game?

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6. Who are some leaders in your school and local community?

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**C. MY community.** Create a video about an issue from the game or something that you want to work on in your school or community. Take notes below to help you plan your video!

<p>BEGINNING—Introduce the issue! What are some key facts?</p> 	<p>MIDDLE—Who are the helpers or leaders you can talk to to understand the problem and help you with your solution? What is something specific you can do? Where could you do something to help?</p>	<p>END—Why is this such an important issue? How will your plan make an impact?</p> 

## Pre-Game Activities

### A. I'm Listening. Answer the questions.

1. What does "listen" mean? Define it in your own words.

*Answers will vary. Sample answer: to give attention to what someone has said and understand that it is important to them.*

2. Can you think of some examples of when you listen to your friends? Family members? Teachers? Other students?

*Answers will vary.*

3. What does "perspective" mean? Define it in your own words.

*Answers will vary. Sample answer: a way of thinking or understanding something.*

4. What are "multiple perspectives?" Give an example.

*Answers will vary. Sample answer: the inclusion of a variety of different viewpoints. Hearing from a few classmates when choosing a fun class activity.*

### B. What were you saying? Read the situation and respond to the questions in writing.

**Hi! I'm Sofia. My Grandma wanted me to get some stuff to help her make dinner, but I can't find the grocery store! My hometown has these cool food trucks that come in a few days a week that sells fruits and vegetables.**



1. What problem has Sofia identified?

*lack of a grocery store*

2. What possible solution did she mention?

*food trucks that sell fruits and vegetables*

3. Who did Sofia listen to in order to learn about the problem?

*her grandma*

4. Who are some other people Sofia could speak with to learn more about this problem and possible solutions?

*Answers will vary. Possible answers: neighbors, community leaders, grocery store owners, food truck owners.*

5. How does listening to others help in a community?

*Answers will vary. Possible answers: Hear multiple perspectives, hear how a problem impacts several people, get help to make and carry out your plan, work on being part of your community.*



# Neighborhood Good

Name: \_\_\_\_\_

**C. Who? How? Where?** Now that you know a little about listening, it's time to learn about making a plan. Match the definition to the part of the plan it describes.



- A. The action you could take to address the problem.
- B. The location where the plan could take place.
- C. The people that get involved and help.

1.  C       2.  A       3.  B

**D. The Parts of a Plan.** First, look at the icons for the six issues in the game. Use the word bank to match the icon with the issue topic. Then choose one of the issues and answer the questions that follow.

Connecting Students	Fresh Food Desert	Emergencies Only	School Resources	Shelter Setback	What a Waste
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	<u>What a Waste</u>		<u>Shelter Setback</u>		<u>School Resources</u>
	<u>Fresh Food Desert</u>		<u>Emergencies Only</u>		<u>Connecting Students</u>

1. Which issue is most interesting to you?

*Answers will vary.*

2. Who are some people you could talk to about it?

*Answers will vary. Look for students to identify people that may have an interest in the topic. E.g., School Counselor for connecting students.*

3. Explain why each of the people you identified could help you understand the problem.

*Answers will vary. Look for students to explain connections. E.g., Teachers can help identify students who need a friend to sit with at lunch.*

4. Who are some people in a community that could help you with a solution?

*Answers will vary. Look for students to identify people that may have the ability to enact change. E.g., A student leader can be a buddy for new students for "Connecting Students."*