



***Service-Learning
Lessons***



A. OUR COMMUNITY: Making a Difference

- Learn the meaning of “community”
- Describe what they like best and least about their community
- Lists ways they would like their community to be different and better
- List ideas for things they can do to help make a difference in their community

B. ASSETS: Our Strengths and Talents

- Understand the variety of assets that students can have
- Become aware of their individual assets that they can use to improve their community
- Recognize that, as a group, the class has a variety of different strengths and assets

C. CHOOSING A PROJECT: Picking the Best One

- Evaluate several options for a service project
- Considering group enthusiasm and practicality, agree as a group on which project to do
- List the tasks that need to be done to make the chosen project do-able

D. GETTING UNDER WAY: Planning the Project

- Develop tasks and a timetable for the project
- Assign tasks, considering the group members’ assets, strengths, and abilities

E. GETTING IT DONE: Doing the Project

- Perform the tasks and monitor their progress
- Get help when needed

F. WRAP-UP AND EVALUATION: How Did We Do?

- Assess whether the project was successful
- Reflect on the positive (and negative) experiences in doing the project
- Celebrate the accomplishments of the students and the project

ABOUT SERVICE-LEARNING

The BIG DECISIONS™ Curriculum includes 6 lessons to assist facilitators in structuring a service-learning component in the program. Service-learning lessons can be offered concurrently with the sexuality lessons, or subsequent to them.

Service-learning is an educational strategy that actively involves young people in service to their community and links their service to classroom activities. Classroom activities prepare the students for their service. In their service projects, students use their strengths, energy, and ideas to help address real community needs. An important additional component of service-learning is reflection: students reflect on their experiences in a structured fashion. Completing a service-learning project is likely to engender pride, enthusiasm, and a sense of accomplishment among students who participate.

Service-learning is a powerful youth development tool that has many positive effects on schools and communities, as well as on students. Students in service-learning programs are less likely to engage in a variety of risky behaviors.¹ Of the various programs for adolescents, service-learning programs, e.g., the Teen Outreach Program, have the strongest evidence of effectiveness in preventing teen pregnancy.²

The service-learning component of BIG DECISIONS™ is designed to offer sessions with basic exercises that can be used to help students develop a service project. In real life, time with students for activities such as sexuality education or service-learning projects is often limited. The BIG DECISIONS™ service-learning lessons are designed to enable student groups to do a service-learning project in spite of limited resources and limited in-school curriculum time. Depending on time available, the exercises can be condensed to briefer class discussions, if necessary.

Projects can be developed for whole classes; this strategy is more manageable for younger students. For classes of older students, different experiences can be developed for individual students, although this requires more facilitator work and time to coordinate multiple projects and/or service sites. Because resources and transportation may be limited for many schools, projects can be designed to be completed on school grounds, or at sites within walking distance of the school.

The key job of the facilitator is to help the students choose and plan a realistic project, and to serve as a liaison with school administration and community agencies. Nevertheless, as much as possible, facilitators should encourage and allow the students themselves to develop and implement the service-learning project. For younger students, it may be appropriate for the facilitator to develop an idea or several ideas for a project with school administrators and community partners, with

¹ National Commission on Service-Learning. Learning in deed: the power of service-learning for American schools. W.K. Kellogg Foundation, 2002.

² Kirby D, 2001, op. cit. (see footnote 5).

the students providing input on which project they prefer, and on how to do the project.

The service-learning lessons can be modified to adjust to the age and maturity of the student group. With younger groups of students, facilitators can be more directive, offering ideas and options for projects, and soliciting student feedback. Older students can be more actively involved in brainstorming project ideas and designing projects.

Planning for the service project must involve school administrators to assure that the activities are consistent with school district regulations and covered by the schools district's liability insurance. Parental consent for participation in service projects must be obtained. (A sample consent form is included in the Parent Session materials). The availability of transportation and the school policies for off-campus activities will determine if off-campus service sites can be considered.

Facilitators are encouraged to explore several service-learning resources on the web:

- The National Service-Learning Clearinghouse: www.servicelearning.org.
- Learn and Serve America: www.learnandserve.org.
- National Service-Learning Partnership: www.service-learningpartnership.org
- National Service-Learning Exchange: www.nslexchange.org
- National Youth Leadership Council: www.nylc.org.



SERVICE-LEARNING LESSON A. OUTLINE
OUR COMMUNITY: Making a Difference

OBJECTIVES:

- Learn the meaning of “community”
- Describe what they like best and least about their community
- Lists ways they would like their community to be different and better
- List ideas for things they can do to help make a difference in their community

MATERIALS NEEDED:

- Chalkboard, or Newsprint tablet, Markers, and Easel
- “A Better Community” HANDOUTS

ACTIVITIES:

- A.1 -- Introduction: What is our COMMUNITY? - 10 minutes
- A.2 -- Interviewing each Other about Community and Differences - 15 minutes
- A.3 -- Brainstorming What We Can Do - 15 minutes
- A.4 -- Wrap-Up - 5 minutes

MATERIALS & RESOURCES INCLUDED:

- HANDOUT for ACTIVITY A.2: A BETTER COMMUNITY

LESSON A. OUR COMMUNITY: Making a Difference

Objectives

- Learn the meaning of “community”
- Describe what they like best and least about their community
- Lists ways they would like their community to be different and better
- List ideas for things they can do to help make a difference in their community

Materials Needed:

- Chalkboard, or Newsprint tablet, Markers, and Easel
- “A Better Community” HANDOUTS

ACTIVITY A.1 -- Introduction: What is our COMMUNITY? - 10 minutes

Let the class know that, in this part of the BIG DECISIONS program, they will be considering what they like and dislike about their community, and how they would like their community to be different and better. Then they will have a chance to take action and create a project to help make such a difference.

Write the word “COMMUNITY” on the board, and ask the class to say what it means. Help the class to come up with important points and related meanings for “Community”, including:

- A community can be a physical area, such as a neighborhood or a city.
- Their school could be considered a community, and this class could be considered a community.
- A community can be a group of people with common issues and identities, such as a church congregation, or an ethnic group (e.g., the Hispanic community in a city).
- When people belong to a community, they identify themselves as part of a certain group.
- People in a community can receive benefits from the community (such as fire protection or fireworks displays), and people can also contribute to the community (such as paying taxes or volunteering).
- People can form a community by deciding to “belong” to it. When people form a community, they have a continuing relationship with other people in the community.

ACTIVITY A.2 -- Interviewing each Other about Community and Differences - 15 minutes

Ask the students to form pairs of 2 students for the next part of this lesson. (If there are an odd number of students, the facilitator can work with a student, or one group could have 3 rather than 2 students.) Pass out the “A Better Community” HANDOUTS so that each student has one, and assure that each student has something to write with.

Tell the students that they will be interviewing each other about what they like and don't like about their community, and about how they would like their community to be different and better. Let them know that this is their chance to talk about things they really care about in their community. Let them know that, for this interview, they can define "community" any way they want to. For example, their community can be their school, their neighborhood, or their city³.

Ask each pair of students to take turns interviewing each other, getting and writing down each others' answers to each of the 3 questions on the first page of the handout. Emphasize that each person's point of view is important, even if it is different from others in the class. The more ideas that are available to discuss, the more choices the class will have about what kind of project they would like to undertake. (If there is a group of 3, ask one student to interview the 2 others, and write both of their answers; then the 2 students will interview the 3rd, one asking the questions, and the other writing down the answers.)

Give the student pairs a few minutes to accomplish the first interview and have the students reverse roles, so that the other student is interviewed, and their responses recorded.

When the pairs have completed their interviews and written their answers, write on the board or newsprint "LIKE BEST" and "LIKE LEAST" to begin two columns. Ask the students to call out their partner's answers to the first question, and list the responses under each heading, adding tally marks for responses that more than one student listed.

Start a new column labeled "DIFFERENCES" on the board or newsprint, and list the differences that students want to see. Lead a discussion about the differences listed, including asking students to explain what these differences might look like if they were achieved, and why the differences would be important to accomplish. When the list is clarified, ask the students to vote for the DIFFERENCE they think is highest priority. Circle the 3 or 4 highest priority DIFFERENCES.

ACTIVITY A.3 -- Brainstorming What We Can Do - 15 minutes

Tell the students that you will now ask them to do a "brainstorming" exercise to think of things they could do, or ACTIONS they could take, to help make these DIFFERENCES happen. This means that they should offer as many suggestions as possible. When brainstorming, they should not try to evaluate the suggestions; they will decide later which suggestions are best. During brainstorming, the challenge is to be as creative as possible and come up with lots of possibilities.

³ In situations with limited transportation, facilitators can have students focus on their school community, and possibly their immediate neighborhood, in considering DIFFERENCES and suggested ACTIONS.

Divide the class into small groups of 3 to 4 students, and assign one of the circled DIFFERENCES to each group. Ask each group to come up with as many ACTIONS as they can think of to help the DIFFERENCE come about. Ask each group to choose one student to write down all their brainstormed suggestions on Page 2 of the Handout.

Give the groups 5 minutes or so to complete their brainstorming activity. For each of the 3 or 4 highest priority DIFFERENCES circled in the previous activity, ask each group to report its suggested ACTIONS, and record them on newsprint or the board.

When all the groups that considered a particular DIFFERENCE have reported, complement the groups on their ideas, and solicit and any other suggested ACTIONS from the other students. Help the students come up with a variety of activities or projects that they could consider to address each of the high-priority changes. Ideas should be as diverse as possible, and they should utilize a variety of talents and resources that the students may have to offer.

Students should come up with the suggested ACTIONS, but the facilitator may want to describe ideas that other classes have implemented. Examples might include:

- collecting donations for a no-kill animal shelter;
- planting a tree to improve the school grounds or a neighborhood park;
- producing an educational or fun event for their school;
- tutoring younger students in their school;
- producing posters to share what they learned in BIG DECISIONS™ with other students;
- leading a school drive for food bank contributions.

Other examples and descriptions are available at a variety of service-learning websites⁴.

ACTIVITY A.4 -- Wrap-Up - 5 minutes

Collect all the Handouts, and thank the class for all their input and ideas. Let them know that you will keep the list of highest priority DIFFERENCES and suggested ACTIONS for a future session. In this upcoming session, they will help to evaluate which DIFFERENCES and ACTIONS will make the best service project for the class to undertake. Let them know that, when they choose an ACTION as a class, they will need to consider what is doable and realistic, as well as the popularity of the suggested ACTION.

Encourage the students to write down and bring in to class any additional ideas they might have for ACTIONS or activities to accomplish the desired DIFFERENCES.

Before leaving the classroom, be sure to take with you, or copy, the lists of

⁴ The National Service-Learning Clearinghouse: www.servicelearning.org. Learn and Serve America: www.learnandserve.org. National Service-Learning Partnership: www.service-learningpartnership.org. National Service-Learning Exchange: www.nslexchange.org. National Youth Leadership Council: www.nylc.org.

DIFFERENCES and ACTIONS for use in subsequent sessions. In order to prepare for future lessons, make a poster displaying the class's highest priority DIFFERENCES and suggested ACTIONS, for example:

DIFFERENCE 1	DIFFERENCE 2	DIFFERENCE 3	DIFFERENCE 4
ACTION A	ACTION D	ACTION I	ACTION K
ACTION B	ACTION E	ACTION J	
ACTION C	ACTION F		
	ACTION G		
	ACTION H		

**HANDOUT Page 1: A BETTER COMMUNITY
For ACTIVITY A.2**

1. What is the thing you like BEST about your community?

2. What is the thing you like LEAST about your community?

3. How would you like for your community to be DIFFERENT and BETTER?

**HANDOUT Page 2: A BETTER COMMUNITY
For ACTIVITY A.2**

DIFFERENCE: _____

Suggested ACTIONS:



SERVICE-LEARNING LESSON B. OUTLINE
ASSETS: Our Strengths and Abilities

OBJECTIVES:

- Understand the variety of assets that students can have
- Become aware of their individual assets that they can use to improve their community
- Recognize that, as a group, the class has a variety of different strengths and assets

MATERIALS NEEDED:

- Chalkboard, or Newsprint tablet, Markers, and Easel
- Poster with the highest- priority DIFFERENCES and suggested ACTIONS, from Lesson A
- “Individual ASSETS” HANDOUTS
- A notebook or folder for completed Handouts, to serve as an Assets Catalogue for the class
- 1 or 2 (depending on class size) balls or skeins of yarn, preferably multi-colored
- “Asset BINGO” HANDOUTS, one for each small group of 3 to 4 students

ACTIVITIES:

- B.1 -- Introduction: What Are ASSETS? - 15 minutes
- B.2 -- Listing Individual Assets - 15 minutes
- B.3 -- Creating a Catalog of Class Assets - 10 minutes
- B.4 -- The Group has more Assets than Any Individual (Web of Yarn and/or ASSET BINGO) - 10 minutes
- B.5 -- Wrap-Up - 5 minutes or less

MATERIALS & RESOURCES INCLUDED:

- HANDOUT for ACTIVITY B.2: Individual Assets
- HANDOUT for ACTIVITY B.4: “Asset” BINGO

LESSON B. ASSETS: Our Strengths and Abilities

Objectives

- Understand the variety of assets that students can have
- Become aware of their individual assets that they can use to improve their community
- Recognize that, as a group, the class has a variety of different strengths and assets

Materials Needed:

- Chalkboard, or Newsprint tablet, Markers, and Easel
- Poster with the highest- priority DIFFERENCES and suggested ACTIONS, from Lesson A
- “Individual ASSETS” Handouts
- A notebook or folder for completed Handouts, to serve as an Assets Catalogue for the class
- 1 or 2 (depending on class size) balls or skeins of yarn, preferably multi-colored
- “Asset BINGO” HANDOUTS, one for each small group of 3 to 4 students

ACTIVITY B.1 -- Introduction: What Are ASSETS? - 15 minutes

Post the poster with the lists of highest-priority DIFFERENCES and suggested ACTIONS that the class developed in Lesson A. Remind the class what they accomplished in the last session: listing ACTIONS they could take to make a positive DIFFERENCE in their community. Ask for any additional ideas they have about community issues or ways to make the community better, and add them to the poster.

Let the class know that, in a future lesson, they will be considering these ACTIONS and deciding which one they would like to choose as their service project. Tell the class that, in today’s lesson, they will first focus on what they have that they can use to help make the DIFFERENCES they want for their community.

Write “ASSETS” on the board or newsprint, and ask the class to say what the word means. Key concepts are:

- ASSETS are useful, valuable, or positive.
- In financial terms, ASSETS are the things on the positive side (e.g., cash or property), as opposed to liabilities, on the negative side (e.g., debts or things that use up money).
- ASSETS are not just financial, though: an asset can be any valuable quality, person, or thing.
- ASSETS include a person’s strengths, talents, and abilities.
- Another term for ASSETS is “resources”: things that can be drawn on or used when needed.
- ASSETS can also be thought of as “advantages”: things that make it easier for one person compared to another person to do something. Examples include

physical strength, or knowledge about something.

- ASSETS can be tangible things (a car, paper and markers, a cell phone) or intangible strengths (good ideas, time to devote to a project, drawing ability, writing ability, able to speak in front of a group, etc.).

Tell the class that you know that each student has many ASSETS, and that each person has different ASSETS that they can use to make a difference for themselves and for their community. Ask the class to brainstorm some ASSETS that an individual student in this class might have. Help them to come up with a long list, and write key words on the board or newsprint so that students can refer to them in the next exercise.

Examples might include:

- Academic knowledge—mathematics, social studies, English, science, others
- Art—drawing, painting, photography,
- Writing ability—ability to write stories, letters, poetry
- Public Speaking—ability to speak in front of a group
- Ability to speak (or write) more than one language
- Family—people in your family can help you work on the project
- Family knowledge—ability to use things you learned from your family, that other students may not know
- Popularity—ability to make friends
- Strength—ability to walk far, carry or lift things
- Speed—ability to run, talk, work, or think fast
- Good ideas—creativity, ingenuity
- Negotiation—the ability to work out a deal with another person to get what you want
- Leadership—ability to get others to follow you or to spread ideas
- Sports—ability to play a sport; also, good sportsmanship, or good teamwork
- Energy—lots of interest and energy to give to a project
- Loyalty—ability to stick with a friend or a project, even when it is difficult
- Honesty—ability to ‘tell it like it is’ and be truthful, even when it is difficult
- Compassion—ability to understand how other people feel, and try to help them
- Love—ability to care deeply about another person, or about a cause
- Faith—a sense of connection to the world, or to a religious belief
- Humor—ability to tell jokes, to laugh at yourself, or help others laugh
- Musical ability—ability to sing, play an instrument, or write music
- Dancing ability
- Strategy—the ability to think ahead and plan for success
- Eye-hand coordination—the ability play video games, and to react quickly and accurately
- Childcare—ability to care for young children

- Friendliness—ability to be friendly with both strangers and people you know
- Listening—the ability to actively listen to another person, so that they feel they have been heard
- Helpfulness—the willingness and ability to help other people
- Competence—the ability to do certain tasks well
- Survival skills—ability to get by in tough times
- Job experience—knowing how to apply for a job, hold a job, and earn money
- Food or Cooking experience—knowing how to prepare food, and how to eat healthy
- Fashion—ability to do make-up, style or cut hair, or design clothes
- Gardening—the ability to plant things and care for them; the ability to grow food
- Carpentry—the ability to make things from wood
- Time—extra time after school (or other times) that can be used for working on the project

ACTIVITY B.2 -- Listing Individual Assets - 15 minutes

Ask the students to work in pairs in this part of the lesson. (If there are an odd number of students, the facilitator can work with a student, or one group could have 3 rather than 2 students.) Pass out the “Assets” HANDOUTS so that each student has one, and assure that each student has something to write with.

Tell the students that they will work together to help each other list some of their most important individual assets. Ask the students to pretend that they are newspaper or television news reporters trying to find out what individuals in the class have to offer, in order to write an article or do a news segment. Using the questions in the Handouts to start the conversation, students will interview each other to learn about each other’s strongest and most important assets. Let the students know that, at the end of the lesson, you will collect the Handouts and compile them in a notebook to serve as a catalogue of individual assets in the class.

Give the students a few minutes for their first interview, and then ask them to switch roles, so that the interviewer becomes the person being interviewed. (If there is a group of 3, ask one student to interview the 2 others, writing down both of their answers; then the 2 students will interview the 3rd, one asking the questions, and the other writing down the answers.)

ACTIVITY B.3 -- Creating a Catalog of Class Assets - 10 minutes

When the students have completed their interviewing, ask for volunteers to state one asset or ability they have come across in their interviews. As students state what assets they learned about, circle or underline key words about assets that are on the board or newsprint from the Introductory exercise. Add tally marks to show when more than one student has a particular asset. Add new key words for newly described assets not yet listed on the board/newsprint.

Collect the filled out Individual Assets Handouts, and place them in the notebook or folder to make a Catalogue of Class Assets. The class can refer to the Catalogue as it works on its service project.

ACTIVITY B.4 -- The Group has more Assets than Any Individual - 10 minutes

Tell the class that they will now do an activity that shows how the group has more assets and strengths than any individual. Depending on time availability, have the class do one or both of the following activities:

Web of Yarn:

Show the class the ball or skein of yarn, and ask all the students to stand up. Tell the students that, in this activity, each person who has the ball of yarn says an ASSET or talent or strength that they have. Then, while holding on to one end of the yarn, they toss the ball to another student (but not to a student directly next to them).

As the students state assets and toss the yarn, each holds on to their part of the string of yarn, and a web is formed. Early on, if a student drops their part of the yarn, their corner of the “web” may fall to the ground. However, as more and more students “contribute”, one person can let go, and the web will stay up. Let the students know that each person contributes, and with more people contributing their project gets stronger and stronger.

Asset BINGO:

Divide the class into small groups of 3 to 4, and give each group a copy of the Asset BINGO HANDOUT. Read the directions, and instruct each group to keep one person sitting in the group’s location with the BINGO Handout. The other group members then go around the class and find people with the Assets on the card, reporting back to their group location, and writing the person’s name in the box. The first group to get 5 in a row, horizontally, vertically, or diagonally, wins. This activity may get noisy and busy as most of the class moves around. Collect the BINGO Handouts when the activity is finished.

ACTIVITY B.5 -- Wrap-Up - 5 minutes or less

Summarize that each individual in the class has assets that will be valuable in the service project. Let the class know that they may also need to ask for help, for assets or resources that they don’t have.

Remind the class that you will keep the Catalogue of Assets for the class to refer to as they develop their service project.

HANDOUT for ACTIVITY B.2: Individual Assets

Name of Student Interviewed: _____

Interviewer: _____

1. What are 2 ASSETS or abilities that you have that can help the class complete a service project?

2. How can these ASSETS be used in doing a service project?

3. What ASSET do you have that other students your age may not have?

4. In general, which ASSETS do you think will be most important for our class to succeed in our service project, and why?

HANDOUT for ACTIVITY B.4: "ASSET" BINGO

DIRECTIONS: Find one person in the class that can do each item, and write their name in the box. The first group to get five in a row (horizontally, vertically, or diagonally) WINS!

A S S E T				
B I N G O				
Letter Writing	Dancing	Knowledge from Family	Talk to a Stranger on the Phone	Speaks 2 Languages
Tell Stories	Good Ideas	Speaking in front of a Group	Running	Friendly
Knows Mathematics	Play Basketball	Singer	Job Experience	Tall
Plays a Musical Instrument	Eye for Fashion	Make People Laugh	Can Draw	Childcare
Cooking	Play Soccer	Can find things on the Internet	Music collector	Leadership

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SERVICE-LEARNING LESSON C. OUTLINE CHOOSING A PROJECT: Picking the Best One

OBJECTIVES:

- Evaluate several options for a service project
- Considering group enthusiasm and practicality, agree as a group on which project to do
- List the tasks that need to be done to make the chosen project do-able

MATERIALS NEEDED:

- Chalkboard, or Newsprint tablet, Markers, and Easel
- Posters or newsprint with the highest- priority DIFFERENCES and suggested ACTIONS, from Lesson A
- Notebook of Individual Assets from Lesson B
- Slips of paper for voting on nominated projects

ACTIVITIES:

C.1 -- Introduction: How to evaluate the options - 10 minutes

C.2 -- Nominations: What would this project look like? - 25 minutes

C.3 -- Picking the Best: Voting for Projects - 10 minutes

MATERIALS & RESOURCES INCLUDED:

- **HANDOUT:** Choosing a PROJECT for ACTIVITY C.2

LESSON C. CHOOSING A PROJECT: Picking the Best One

Objectives:

- Evaluate several options for a service project
- Considering group enthusiasm and practicality, agree as a group on which project to do
- List the tasks that need to be done to make the chosen project do-able

Materials Needed:

- Chalkboard, or Newsprint tablet, Markers, and Easel
- Posters or newsprint with the highest- priority DIFFERENCES and suggested ACTIONS, from Lesson A
- Notebook of Individual Assets from Lesson B
- Slips of paper for voting on nominated projects

ACTIVITY C.1 -- Introduction: How to evaluate the options - 10 minutes

Let the class know that in this session, they will need to decide on which service project they would like to pursue. Post and review the highest priority DIFFERENCES and suggested ACTIONS developed in Lesson A. Tell the students that there are many good ideas in these lists, but they will need to evaluate the choices and pick the best idea to actually do as a project.

Ask the class for suggestions on how they should proceed in picking the best project. Help the class come up with the following key considerations in deciding on a project:

- Consider what community issues they as a class care the most about
- Consider which project will be the most effective—that is, will make the biggest difference
- Consider which project would be the most fun and exciting for the class
- Consider which project will make the best use of the assets that the individual students and the class as a whole may have
- Consider what will be needed that the students and the class does not have
- Consider whose cooperation and what partnerships are needed to do the project
- Consider which projects are realistic and which are not practical

As these considerations are listed, write them on the board or newsprint to begin a TABLE OF NOMINATIONS to assist the class in evaluating and considering various projects:

#	Project Name	Issue We Care About	Make a Real Difference	Fun & Exciting	Uses Our Assets	What is missing?	Partners Needed	Realistic ?

Let the class know that they will be helping to fill out this table in this lesson.

It is also important to let them know that, as the facilitator, it is your job to help them come up with the best project they can—and also to help them design and choose a project that is practical, and do-able. Sometimes, assets and resources are needed from outside the actual class members, and the class will need to choose a “back-up” project they would choose, if some unforeseen obstacle makes their chosen project unrealistic.

ACTIVITY C.2 -- Nominations: What would this project look like? - 25 minutes
 Divide the class into groups of 4 to 5 students, and pass out a copy of the “CHOOSING A PROJECT” Handout. Let the class know that each group will be asked to nominate one ACTION from the list developed in Lesson A to be the class’s service project. Ask each group to choose one of their members to be the “Reporter” who will present their findings to the entire class, and one of their members to be a “Recorder”, who will write down the group’s answers to the questions in the “CHOOSING A PROJECT” Handout.

First ask each group to take a few minutes to discuss and consider amongst themselves which ACTION they would like to nominate to be the class’s service project. This is their chance to influence what the class will choose for a service project. Let them know that it may not be possible for everyone to have their first choice be nominated. Each group should talk a little about each group member’s ideas, and why they like a particular idea for a project. Circulate around the class to assure that each group is on task and able to choose a project to nominate.

When they have picked a project, they should then discuss and answer the questions in the Handout. Review the Handout questions for the class, and ask if they have questions about how to proceed. Let them know that as they answer the questions

and complete the Handout, they are preparing to present their pick to the class for a vote.

When all the groups have finished completing the Handout, ask each group to tell the class which project they nominate and why. Each group's Reporter will, with the help of his or her group members, describe what the project would look like, what would happen, and who would do what. They will also be asked to say which assets and abilities of the class might be used to do the project, and what the class would need from outside sources. As each group presents its nomination, use the board or newsprint to fill in the appropriate cells of the TABLE OF NOMINATIONS.

After each presentation, solicit feedback and questions from the rest of the class. Help the class consider how to fill in any cells of the table that the group's report did not indicate. For example, do they think this nominated project would be fun and exciting? What collaborations or partnerships could be developed to accomplish this project? Is the nominated project realistic?

If more than one group nominates a project, list the project in the table more than once, so that different approaches to a project can be considered. After discussion, the class can opt to combine 2 similar projects into one.

ACTIVITY C.3 -- Picking the Best: Voting for Projects - 10 minutes

When the class has completed the presentations and discussion, make sure that each of the proposed service projects in the table has a number, and pass out slips of paper for the students to vote. Ask the students to write the number of the service project that they would most like for the class to undertake. When all the students have written on the slips of paper, collect the slips and ask for 2 volunteers to count the ballots. When all the votes have been counted, write the total number of votes next to each nominated service project's name.

Summarize the tally, and indicate which nominated service project got the most votes. Ask for feedback from the students about the choice—what they are pleased about, and any concerns they may have.

If the chosen service project will require assets that are “missing” from the class, or will require forming partnerships in the community, let the class know that they can be involved in finding and getting help to complete the project. However, if there are obstacles that may interfere with completing a project, it is a good idea to have a “back-up plan”, or an alternate choice in case obstacles cannot be realistically overcome. The “runner-up” service project that got the second highest number of votes can serve as an alternate, if appropriate. Alternatively, the class can discuss and pick which nominated project they consider the best “do-able” project.

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SERVICE-LEARNING LESSON D. OUTLINE GETTING UNDER WAY: Planning the Project

OBJECTIVES:

- Develop tasks and a timetable for the project
- Assign tasks, considering the group members' assets, strengths, and abilities

MATERIALS NEEDED:

- Chalkboard, or Newsprint tablet, Markers, and Easel
- 10-20 copies of the blank "TASK WORKSHEET" (front and back, or 2 pages) for small groups to complete
- Notebook (Catalogue) of Individual Assets from Lesson B
- A folder or notebook in which to keep the completed TASK WORKSHEETS

ACTIVITIES:

- D.1 -- Where do We Want to Go? - 10 minutes
- D.2 -- What Needs to be Done?—10 minutes
- D.3 -- Creating a Timeline - 5 to 10 minutes
- D.4 -- Matching TASKS with ASSETS - 10 minutes
- D.5 -- Assigning Tasks to Get Started - 5 to 10 minutes

MATERIALS & RESOURCES INCLUDED:

- TASK WORKSHEET for ACTIVITY D.3

LESSON D. GETTING UNDER WAY: Planning the Project

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ACTIVITY D.1 -- Where do We Want to Go? - 10 minutes

Remind the class about the last lesson's results: that they used important considerations to pick the best service project from the possibilities they brainstormed. Let them know that now it is time to plan out the service project, including outlining what needs to be done (the tasks) and a timetable (when things need to be done). Then, they will be able to volunteer to do the various tasks, and make a commitment of their personal contribution to the project.

State the name of the chosen service project and briefly review what it is. Ask the students to describe the details of the project. Ask for volunteers to summarize what the project will look like, and how it will go. Write key words and points on the board or newsprint.

Write "MEASURES OF SUCCESS" on the board or newsprint. Ask the class to call out what they might look for after the project is done to help them figure out if the project is successful or not. Solicit specific suggestions for knowing that the project is successful, and write key words under "MEASURES OF SUCCESS". Examples might include:

- They actually do the tasks and finish the project
- They have fun
- They learn how their assets and abilities can be useful
- They will help make a difference in their community
- They will observe specific changes in their community
- They will receive thanks and appreciation for their ideas and their work

Let the class know that, in doing any project, complete success is not guaranteed. However, they can expect important success if they give their ideas, energy, time and talents. Let the class know that you will keep this list of MEASURES OF SUCCESS, so that they can look back at it when the project is complete and help to evaluate the project's success.

ACTIVITY D.2 -- What Needs to be Done?—10 minutes

Ask the class to help list out all the tasks that need to be done to accomplish the project. Write "TASKS" on the board, and solicit ideas from the students, writing key words in a column under "TASKS". Help the class to come up with important steps and tasks that the project will need. Encourage them to be creative in using as many of the class's assets as possible.

For example, in a service project to address the issue of stray animals in the neighborhood, the class can plan a service project to support no-kill animal shelters. For this project, tasks might include:

- Researching the problem of stray animals, and potential solutions
- Researching what animal shelter facilities there are for their neighborhood, how each one operates, and what happens to animals that go there
- Visiting a shelter or communicating with shelter staff to learn what is needed and how students can help
- Securing permission from the Principal to have a collection drive on school property
- Publicizing the drive to students, faculty, families, and the community
 - Designing a message and an awareness campaign
 - Making effective posters and placing them in strategic locations
 - Writing and sending letters to students and parents
 - Making announcements on the PA system
 - Informing the teachers
- Soliciting donations of supplies and/or money from community partners outside of school
 - Learning how to approach businesses and agencies for donations and help
 - Making phone calls and writing solicitation letters
- Setting a date: scheduling a week when the drive will occur
- Arranging for storage of the collected items until they are delivered
- Communicating with the shelter staff to arrange for delivery of collected materials
- Counting the amount of donations received
- Calculating how many animals can be helped with their collected supplies
- Publicizing and celebrating the success of the project

Tasks and steps may need to be revised as the project develops. For example, if the students learned that what the animal shelters needed was help in promoting adoption of the animals, the students could modify the project and the tasks

accordingly.

ACTIVITY D.3 -- Creating a Timeline - 5 to 10 minutes

Once the tasks are listed, write the key words for each task on a piece of 8 ½ x 11” paper or cardboard so that each Task has a “WORKSHEET”. Divide the class into small groups, so that each group has one task, and one TASK WORKSHEET to work on.

Ask the groups to discuss:

- What their task is, and what needs to be done
- How much time will be needed to complete it
- Which tasks must be completed before it
- Which tasks need their task to be completed before they can be done

Ask the groups to complete the first page (or front) of the TASK WORKSHEET for their assigned task, writing in the name of their task in the large box and their estimate for how long their task will take to complete in the smaller box.

Give the groups about 5 minutes to complete their WORKSHEET, and ask each group to send one member with their TASK WORKSHEET to the front of the class. Now ask the class members to help the students holding the WORKSHEETS to arrange themselves in a line, in order of which task comes first, which need to be completed before others, and which is last, etc.

Reinforce key observations that the students make: which tasks come first, which take the longest, and which need other tasks to be completed before they can be done. Some tasks may need to be done at the same time as others.

With the help of the class, give each task a number that shows where on the timeline it will occur, and have the students write the number in the appropriate box on their WORKSHEET. (The class may decide to give more than one task the same number, if they need to be done at the same time, e.g., 2A, 2B, etc.)

Thank the students and ask them to take their TASK WORKSHEETS back to their small groups.

ACTIVITY D.4 -- Matching TASKS with ASSETS - 10 minutes

Now ask the groups to turn their TASK WORKSHEETS over (or work on page 2) and restate (as briefly as possible) the name of “their” task. Ask each group to discuss what ASSETS and ABILITIES, SKILLS, and STRENGTHS will be needed to complete their task, and to write these in the box. Once they have all the ASSETS listed, ask the groups to CIRCLE the ASSETS that they know are in the class.

Give the groups several minutes to complete this section, and then ask a student from each group to stand up and talk about the ASSETS their group listed, which ASSETS the class has, and which ASSETS the class may not have (those that are not circled). Keep

a working list on the board or newsprint of assets and resources that the class does not have. When each group has shared their list, summarize what the groups have listed. Collect the WORKSHEETS in the order the tasks will need to be done and keep them in a TASKS Folder or Notebook for future reference.

ACTIVITY D.5 -- Assigning Tasks to Get Started - 5 to 10 minutes

At this point, begin the process of assigning tasks to be done. Early tasks and those that are essential for the project to “fly” should be addressed first.

There are some tasks that may require the facilitator to interact with school administrators or outside agencies. As much as possible, have the students do the tasks themselves and contribute their talents to the projects. Depending on the maturity level of the class, it may be appropriate for the facilitator to do much of the arranging for the project to be done. As time and maturity of the class dictate, students can be assigned such tasks.

Depending on the school and environment, students may or may not be able to commit time and resources outside of class time. For many classes, it is appropriate to devote class sessions to accomplishing the tasks of the service project.

Write the Name of the TASK in this Box (Write LARGE!)

How long will it take to complete this TASK?

The NUMBER the class gives this TASK is:

Write a short TASK Name in this Box

List ASSETS and ABILITIES needed

CIRCLE the ASSETS that the class has

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SERVICE-LEARNING LESSON E. OUTLINE

GETTING IT DONE: Doing the Project

OBJECTIVES:

- Perform the tasks and monitor their progress
- Get help when needed

MATERIALS NEEDED:

- Chalkboard, or Newsprint tablet, Markers, and Easel
- Notebook (Catalogue) of Individual Assets from Lesson B
- Poster of the “MEASURES OF SUCCESS” List from Lesson D
- Notebook or folder with completed TASK WORKSHEETS from Lesson D
- Other materials, depending on the Service Project selected

ACTIVITIES:

E.1 -- Introduction - 5 to 10 minutes

E.2 -- Working on the Project - 35 to 40 minutes (may take more than one class session)

E.3 -- Wrap-Up and Reflection - 5 minutes

LESSON E. GETTING IT DONE: Doing the Project

Objectives

- Perform the tasks and monitor their progress
- Get help when needed

Materials Needed

- Chalkboard, or Newsprint tablet, Markers, and Easel
- Notebook (Catalogue) of Individual Assets from Lesson B
- Poster of the “MEASURES OF SUCCESS” List from Lesson D
- Notebook or folder with completed TASK WORKSHEETS from Lesson D
- Other materials, depending on the Service Project selected

ACTIVITY E.1 -- Introduction - 5 to 10 minutes

At the beginning of each session, it is valuable to have a “Check-In time” for students to review what has been accomplished and what needs to be done for the project.

ACTIVITY E.2 -- Working on the Project - 35 to 40 minutes

The actual work on the service project may take more than one class time, and may involve time outside of class.

If possible, the MEASURES OF SUCCESS List should be posted and visible during class time. The Notebooks or folders with the TASK WORKSHEETS (Lesson D) and Catalogue of Assets (Lesson B) should be available for students to refer to as needed.

The facilitator’s role is to keep the class on track, and on schedule in their tasks. The facilitator helps with problem-solving, and assures that the class has a realistic expectation for completion of the project. As the project develops, the facilitator may need to help the class revise the plan to deal with an unexpected obstacle.

ACTIVITY E.3 -- Wrap-Up and Reflection - 5 minutes

At the end of each class period, the facilitator should assist the students to assess their progress, outline what tasks will be next on the agenda, and assign tasks.

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SERVICE-LEARNING LESSON F. OUTLINE WRAP-UP AND EVALUATION: How Did We Do?

OBJECTIVES:

- Assess whether the project was successful
- Reflect on the positive (and negative) experiences in doing the project
- Celebrate the accomplishments of the students and the project

MATERIALS NEEDED:

- Chalkboard, or Newsprint tablet, Markers, and Easel
- Poster of the “MEASURES OF SUCCESS” List from Lesson D
- Reflection Handouts
- Certificate of Participation or small prizes for Each Student
- Refreshments

ACTIVITIES:

- F.1 -- Was the Project Successful? - 10 minutes
- F.2 -- Reflections: Positive and Negative - 20 minutes
- F.3 -- Celebration - 15 to 20 minutes

MATERIALS & RESOURCES INCLUDED:

- Reflections HANDOUT for ACTIVITY F.2

LESSON F. WRAP-UP AND EVALUATION: How Did We Do?

Objectives

- Assess whether the project was successful
- Reflect on the positive (and negative) experiences in doing the project
- Celebrate the accomplishments of the students and the project

Materials Needed

- Chalkboard, or Newsprint tablet, Markers, and Easel
- Poster of the “MEASURES OF SUCCESS” List from Lesson D
- Reflection Handouts
- Certificate of Participation or small prizes for Each Student
- Refreshments

ACTIVITY F.1 -- Was the Project Successful? - 10 minutes

Post the “MEASURES OF SUCCESS” List from Lesson D, and ask the class to consider each measure in turn. Commend the class on their participation, and remind them that success in a project is not guaranteed. Ask students to say whether the project succeeded, according to each measure, and why they think so. Lead a discussion about the success of the project, and get feedback from the students about how they think their project affected their community.

ACTIVITY F.2 -- Reflections: Positive and Negative - 20 minutes

Pass out the Reflections Handouts so that each student has one, and assure that each student has something to write with. Tell the students not to write their name on the Handout, so that their answers will remain confidential.

When the students have finished working on their Handouts, ask for volunteers to share their answers. The facilitator may want to start the process by completing the sentence for himself or herself in front of the class. Elicit several answers for each sentence, and lead a brief discussion on each.

ACTIVITY F.3 -- Celebration - 15 to 20 minutes

Congratulate the class for their work and their accomplishments. Give each student a Certificate of Participation, and a small prize or souvenir of the project. If possible, point out the individual

contributions of each student. If it is allowable in the school, bring refreshments for a celebratory party in the classroom.

If additional activities are need to fill the rest of the class hour, lead a discussion of one or more of the following questions:

1. What other projects do you think the community would benefit from?
2. What advice would you have for other classes who do the BIG DECISIONS™ service-learning lessons?
3. What do you think is the biggest problem your community has?
4. What do you think is the most positive thing about your community?
5. What are the other ways you think young people can help your community?
6. What do you think the community should do for young people?

