

LESSON

1

SEL COMPETENCIES

Social awareness
Relationship skills

SKILLS Perspective taking; building healthy relationships, including those with diverse individuals and groups; communicating clearly; working cooperatively

PREPARATION

Make copies of the **Service-Learning Handouts** listed under Materials.

Decide whether the service-learning project will be a whole-class project or a small-group project.

MATERIALS

- ✓ Service-Learning Handout 20: Four Kinds of Service Projects
- ✓ Service-Learning Handout 21: Skills and Experience Form
- ✓ Service-Learning Handout 22: Project Preference Form
- ✓ Chart paper
- ✓ Marker
- ✓ Adhesive dots

CLASSROOM CONFIGURATION

- D** whole class
- C** whole class/small groups
- P** whole class/small groups
- A** individuals

OBJECTIVES

Students will

- ✓ Advocate for a specific service-learning project and discuss the pros and cons of the advocating
- ✓ Help select the project(s) the class will plan and carry out
- ✓ Describe the skills and experience he or she can contribute to a project

Deciding on a Project

In this lesson, students advocate for service-learning projects and choose the main service-learning project(s). As part of the process, students must analyze the advantages and disadvantages of potential projects. The lesson will take two or more class periods to complete, depending on the number of students in your class, the amount of time you allot each advocate for his or her oral presentation, and whether the class will be doing one or several projects.



DISCOVERING

8 MINUTES



INSTRUCTION

Discuss the purpose of this lesson.

Write on the board the purpose as it applies to the student:

To advocate for service-learning projects and decide which one(s) to plan and carry out. To advocate means to speak in favor of.

Explain to students that advocating will help them select a project. It also will give them practice in certain important skills—explaining ideas to a large group, listening with an open mind, considering the opinions and viewpoints of others, and thinking critically about decisions.



CONNECTING

10 MINUTES

ACTIVITY 1

Introduce four kinds of service-learning projects.

Distribute **Service-Learning Handout 20: Four Kinds of Service Projects**. Ask for a volunteer to read it aloud. The four kinds of projects are direct service, indirect service, advocacy, and research. Share an example of each type of service, using one topic throughout. Ask students to think about which kind of service-learning project might best use their strengths, skills, and qualities.

Model the four kinds of service-learning projects. SAY:

Provide examples of each type of service-learning project:

- *An example of a direct service-learning project might be helping to feed and take of animals at an animal shelter.*
- *An example of an indirect service-learning project might be cleaning where animals are kept at an animal shelter.*
- *An example of advocacy might be helping raise funds for the animal shelter or publicizing its services to the community.*
- *An example of a research type of project might be investigating and publicizing the benefits of the animal shelter and publicizing how the shelter is important to the community.*

Students name the project(s) they chose to advocate for.

Ask students to describe briefly their project ideas. List on chart paper each project and beneath it the name(s) of the student advocate(s). Projects may have more than one student advocate.

Students with similar projects pool their ideas.

Ask students with the same or very similar projects to get together, take five or ten minutes to decide how best to advocate for that project, and select one person among them to present the argument upon which they all agree. Encourage students whose projects address the same need in different ways to make separate presentations.

Students explore the pros and cons of advocating.

Point out that it is important to listen with an open mind when classmates are advocating for projects they support. **ASK:**

- *What are some benefits of advocating for a project?*
- *What are some problems you may encounter in advocating?*
- *What are some ways you can help yourself keep an open mind while listening to classmates describe their project ideas?*
- *What should you do if you discover you are the only person advocating for your project?*
- *What are some things you can tell yourself if your project is not selected?*
- *How should you act if your project is selected?*

Students advocate for the projects they support.

Group the presentations by issue. Remind students to take notes, as they will select their service project(s) from the ones being presented.

Students vote for projects.

Give students three adhesive dots each. Ask the students to look over the chart paper list of projects and place dots beside the three on which they would most like to work. Students should identify what kind of project each one is: direct action, indirect action, advocacy, or research. If there is no clear consensus, eliminate projects with fewer than four dots, give everyone three more dots, and have the class vote again on the remaining projects. Repeat the process until students have chosen as many projects as they will carry out.

P PRACTICING 20 MINUTES

ACTIVITY 2

Students fill out forms.

ACTIVITY OPTION 1

If the class is working together on one project, have students fill out **Service-Learning Handout 20: Skills and Experience Form**.

ACTIVITY OPTION 2

If the class is undertaking two or more projects, have students fill out **Service-Learning Handout 21: Project Preference Form**. Explain that you will make every attempt to assign students to the project they prefer. Have students turn in to you their completed preference forms, and explain that you will return them during the next lesson.

Community Connection

Explain that members of their community very well may have a keen interest in the students' service-learning projects. To communicate about their project, ask them to create a newsletter about their project. This could be a print or an online newsletter. The newsletter should have short articles about the progress on their project. For example, if they're doing a recycling project, they can report on one block in their community that agreed to increase their recycling over the next year.

Family Connection

Ask students to explain to their families which service-learning project they are carrying out at school. They should explain the background—what the need is—and their hopes and goals for the project. Students should ask for additional ideas, suggestion, and advice for their service-learning projects. Students should report back to their teams on the suggestions that their families gave.

Applying Across the Curriculum

MATHEMATICS As students start their service-learning projects, ask them to set some measurable goals for their projects. For example, if they are doing a recycling project, how much do they want to boost recycling? Then ask them to keep track of their measurable goals and to think about how they will present this data at the end of their project. For example, they could use charts or graphs to present the data.

Service-Learning Handout 20:

Four Kinds of Service Projects

Service-Learning Handout 20	
FOUR KINDS OF SERVICE PROJECTS	
1 DIRECT SERVICE: Involves face-to-face contact with those being served	2 INDIRECT SERVICE: Requires hands-on involvement in service activities but does not include face-to-face contact with those being served
3 ADVOCACY: Involves speaking out on behalf of a cause but does not require face-to-face contact with those being served	4 RESEARCH: Involves researching and sharing information about a social issue but does not require face-to-face contact with the recipients of service

Service-Learning Handout 21: Skills and Experience Form

Service-Learning Handout 21
Skills and Experience Form

Name: _____

Address: _____

Phone number: _____

E-mail address: _____

Driving availability: _____

Skills and experience I can contribute to this project: _____

Skills and experience I hope to gain by participating in this project: _____

My ideas on ways to carry out this project: _____

Comments about the project: _____

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Service-Learning Handout 22: Project Preference Form

Service-Learning Handout 22
Project Preference Form

Name: _____

Address: _____

Phone number: _____

E-mail address: _____

Driving availability: _____

Preferred Projects

Interest	Reasons
Reasons I'm interested:	Reasons I'm interested:
Skills and experience I can contribute:	Skills and experience I can contribute:
Skills I'd like to strengthen during this project:	Skills I'd like to strengthen during this project:
My ideas on ways to carry out this project:	My ideas on ways to carry out this project:

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Reflecting

Ask students to describe their reactions to the project selection process in their *Service-Learning Logs* by answering the questions below. Then discuss the answers.

What?	What did you like about the way the class selected a project? What didn't you like?
So what?	What are you looking forward to as the class begins planning the project(s)? What kinds of problems might the class encounter?
Now what?	What are you personally prepared to do to make planning the project(s) a success?

A APPLYING 2 MINUTES

Bring closure to the lesson by discussing the following questions: How well did your project selection process work? What, if any, problems did you encounter during the process? What might you do differently next time to select projects? How did this selection process enable us to make a wise decision?

ASSESSING

PRACTICING (INFORMAL FORMATIVE ASSESSMENT) Informally assess students' participation in the process of deciding on a service-learning project. Did they participate actively in class discussions about advocating for projects? Did they take part in the advocating for a project? If a particular student seems hesitant or unsure, consider pairing him or her with a classmate who is a strong leader and shows empathy.

APPLYING (FORMAL FORMATIVE ASSESSMENT) Review how well and thoroughly students filled out the Handouts for this lesson. On **Service-Learning Handout 20: Skills and Experience Form**, were they specific in their responses? Did they show an understanding of the skills and experience that will be relevant to their service-learning project? On **Service-Learning Handout 21: Project Preference Form**, did they give clear reasons for their preferred service-learning project?

BUILDING SKILLS BEYOND THE LESSON

Write in the Service-Learning Log! REINFORCEMENT

APPLYING Explain to students that before undertaking an important project, it helps to process their feelings. Ask them to write in their *Service-Learning Log* about their feelings about the project. What are they unsure about? What are their hopes about the project?

Research a Similar Project!

APPLYING Have students do research into a project that is similar to theirs. For example, perhaps a nearby city boosted their recycling rate by engaging more citizens in recycling. Students can do their research using print and online resources. Have them present their findings to the class.

Build a Team!

ENRICHMENT

APPLYING Explain that one of the keys to success of their service-learning project is their effectiveness as a team. Have them do research into what experts in business or athletics say is the key to strong, effective teams. Have students come up with three to five characteristics of a strong team and present those traits on social media.

Develop a Logo!

APPLYING Have students develop a logo and a slogan for their service-learning project. Explain that a slogan is one sentence that captures the essence of their project, and a logo is a design that also communicates a positive feeling about the project. One approach to creating a logo is using the initials of the name of the project.