

Planning Session 1

In this session, 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 session will take two or more class periods to complete, depending on the number of students in your class, the amount of time you allotted each advocate for his or her oral presentation, and whether the class will be doing one or several projects.

SESSION AT A GLANCE

- ✓ Students describe the project for which they will advocate.
- ✓ Students with the same or similar projects get together, determine how best to advocate for them, and select one student to represent them.
- ✓ Students discuss the process of advocating.
- ✓ Students advocate for their projects.
- ✓ The class votes to select a service-learning project(s).
- ✓ Students fill out forms.

PURPOSE AND OBJECTIVES

- To explore possible service-learning projects and enable students to select which one(s) to plan and carry out
- The student will be able to
- ✓ 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.

MATERIALS

- ✓ Chart paper
- ✓ 80–100 small adhesive dots
- ✓ **2.1.1 Skills and Experience Form**
- ✓ **2.1.2 Project Preference Form**
- ✓ **2.1.3 InfoSource: Steps in Planning a Service-Learning Project**

PREPARATION

If the entire class is to work on one project, make copies for each student of the **Skills and Experience Form**.
If groups of students will work on different projects, make copies for each student of the **Project Preference Form**, read the completed forms, and make project assignments before Session 2.

ASSESSMENT

- ✓ Class participation
- ✓ Oral presentations
- ✓ **Skills and Experience** or **Project Preference** forms
- ✓ Step 2, Session 12 homework assignment

SKILLS BANK CONNECTION

SB 9 Listening with Empathy

SB 10 Making Oral Presentations

SB 15 Making Decisions that Support Our Goals

“Everyone can be great because everyone can serve.”

—Martin Luther King, Jr.

Teaching Session 1

EXPLORE

1 Explain the purpose of the session.

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

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.

EXPERIENCE

1 Students name the project(s) they selected 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. **SB 10**

2 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 to best 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.

3 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 the projects they support. **SB 9**

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?

4 Students advocate for the projects they support.

Group the presentations by issue. Remind students to take notes, as they will be selecting their service project(s) from the ones being presented. **SB 15**

5 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

Deciding on a Project

Session
1

Deciding on a Project

Session 1

Session 1 Resource: 2.1.1 Skills and Experience Form

2.1.1 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:

Concerns about the project:

Session 1 Resource: 2.1.2 Project Preference Form

2.1.2 PROJECT PREFERENCE FORM

Name: _____

Address: _____

Phone number: _____

E-mail address: _____

Driving availability: _____

Preferred Projects

FIRST CHOICE:	SECOND CHOICE:
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 the project:	My ideas on ways to carry out the project:
_____	_____
_____	_____

Teaching Session 1

would most like to work. 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.

6 Students fill out forms.

ACTIVITY OPTION 1

If the class is working together on one project, have students fill out **2.1.1 Skills and Experience Form**.

ACTIVITY OPTION 2

If the class is undertaking two or more projects, have students fill out **2.1.2 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 session.

7 Bring closure to the session.

Ask:

- How well did our project selection process work?
- What, if any, problems did we encounter during the process?
- What might we do differently next time to select projects?
- How did this selection process enable us to make a wise decision?

If you are undertaking one project as a class, ask:

- What are some reasons we must work together now that a project has been chosen?
- What problems might arise if some people do not support the project or do not contribute because it was not the project they wanted?
- What are some things we might do to avoid these problems?

EXPAND

For homework, ask students to describe their reactions to the project selection process in their Learning Logs by answering questions such as these:

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

Explain that during the next session students will be planning their service-learning projects. Distribute **2.1.3 InfoSource: Steps in Planning a Service-Learning Project**. Ask students to be prepared to discuss the steps in the next session.