

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.