

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

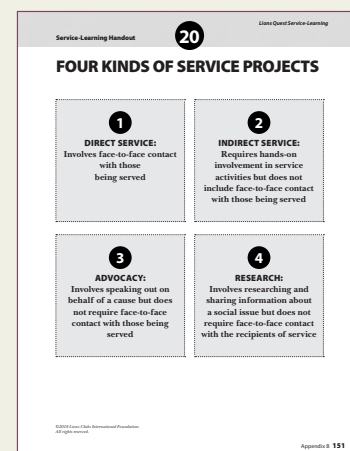
Ask students to explain to their families which service-learning project they are carrying out at school. They should explain the background—what the need is—and their hopes and goals for the project. Students should ask for additional ideas, suggestion, and advice for their service-learning projects. 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 Class Quest/Service-Learning

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

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