

ENGAGE:

A SERVICE-LEARNING HANDBOOK
FOR AFTERSCHOOL PROGRAMS
AGES 9-13



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This guide is based on NYLC's 35-year history developing service-learning programs and resources for both in-school and afterschool settings. It is enriched by ideas from the Afterschool Technical Assistance Collaborative, Afterschool Alliance, Afterschool Matters, the Mikva Challenge, and the ACT Now Coalition.



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FOREWORD

“My attitude toward life, toward people, has changed ... I learned how to work together to get things done... I can do tons of things to improve not only myself, but my community, and anything else that needs improvement.”

~ Marshall Middle School student, 8th-grade
Hands On Atlanta participant

The National Youth Leadership Council is excited to share *Engage: A Service-Learning Handbook for Afterschool Programs*. Afterschool settings provide unique opportunities for educators and young people to work with their communities to make positive changes.

These settings align naturally with service-learning in many ways. Both involve:

- Providing spaces for meaningful youth engagement.
- Creating a supportive environment with opportunities to build relationships among young people and caring adults.
- Facilitating experiential, hands-on learning, and skill-building that links knowledge to action.
- Organizing activities that contribute to the social, emotional, personal, and leadership development of young people.
- Increasing civic participation through an integration of family, school, and community efforts.

Engage provides a structure to implement a project, and flexibility to develop a project that meets the needs of young people and communities. Included are tools, timelines, activities, and instructions. Because this guide supports implementation of service-learning in afterschool settings, every effort has been made to develop stand-alone sessions – so that even those who can’t attend every session, still derive important learnings.

For more support, join the online community of service-learning practitioners who share resources and ideas at www.nylc.org or contact any statewide afterschool network www.statewideafterschoolnetworks.net

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NYLC

WHAT IS SERVICE-LEARNING?

Service-learning is an approach to teaching and learning in which students use academic knowledge and skills to address genuine community needs.

Three phrases in this definition are particularly significant.

- "an approach to teaching and learning" -- Service-learning is a partnership among educators and young people. It is not something that youths are doing completely on their own and it is not something that educators are doing without youth input.
- "academic knowledge and skills" -- Service-learning is a comprehensive approach that addresses leadership, civic engagement, and social emotional learning -- as well as the application of academic skills.
- "genuine community need" -- Young people must investigate and understand the community that they are serving before they choose the need that they will address, and how to take action.





For example:

Planting seeds in the community garden is **service**.

Reading articles about food deserts is **learning**.

When young people understand that people in their community are hungry and choose to address that issue by learning about farming and planting a garden to benefit the community – that is **service-learning**.

All service does not look the same. Service-learning projects may be direct (e.g. reading to children), indirect (e.g. developing books for children), or advocacy-related (e.g. promoting multilingual instruction before a school board.)



K-12 Service-Learning Standards for Quality Practice

Service-learning is a multi-faceted teaching and learning process, and though each service-learning project is unique to youth goals and community needs, the following elements produce the greatest outcomes. These evidence-based practices comprise the K-12 Service-Learning Standards for Quality Practice (NYLC, 2008).

- Meaningful Service
- Link to Curriculum
- Reflection
- Diversity
- Youth Voice
- Partnerships
- Progress Monitoring
- Duration and Intensity

WHY SERVICE-LEARNING?

Using service-learning in afterschool programs offers unique opportunities for young people to experience a new type of learning in an informal setting. As Rivka Burstein-Stern writes in *United We Serve: Afterschool and Service-Learning*:

“The benefits to kids are numerous and varied -- a chance to learn about and explore their community, the opportunity to engage in hands-on activities with observable community benefits, increased knowledge of their potential as change agents, exposure to parts of their community that they may not have previously encountered -- and the afterschool space offers the flexibility to provide a variety of service-learning opportunities, as well as the time to think about and process those opportunities.” (https://afterschoolalliance.org/afterschoolsnack/United-We-Serve-Afterschool-and-Service-Learning_07-29-2009.cfm)

In service-learning, students use academic knowledge and skills to address genuine community needs. The approach increases student engagement, improves educator efficacy, and develops powerful bonds among young people and their communities.

The practice fits under the larger umbrella of “positive youth development” theory, a perspective that arose in the 1990s, which takes a strengths-oriented approach in which young people are understood to be community assets.



Service-learning also offers opportunities for alignment with the domains of social and emotional learning identified by CASEL (The Collaborative for Academic, Social, and Emotional Learning):

- Self-awareness
- Self-management
- Social awareness
- Relationship skills
- Responsible decision-making

(From: http://www.p21.org/storage/documents/docs/P21_framework_0816.pdf)

Furthermore, service-learning projects allow for development and application of 21st Century Skills development, particularly in the realm of learning and innovation:

- Critical thinking
- Communication
- Collaboration
- Creativity

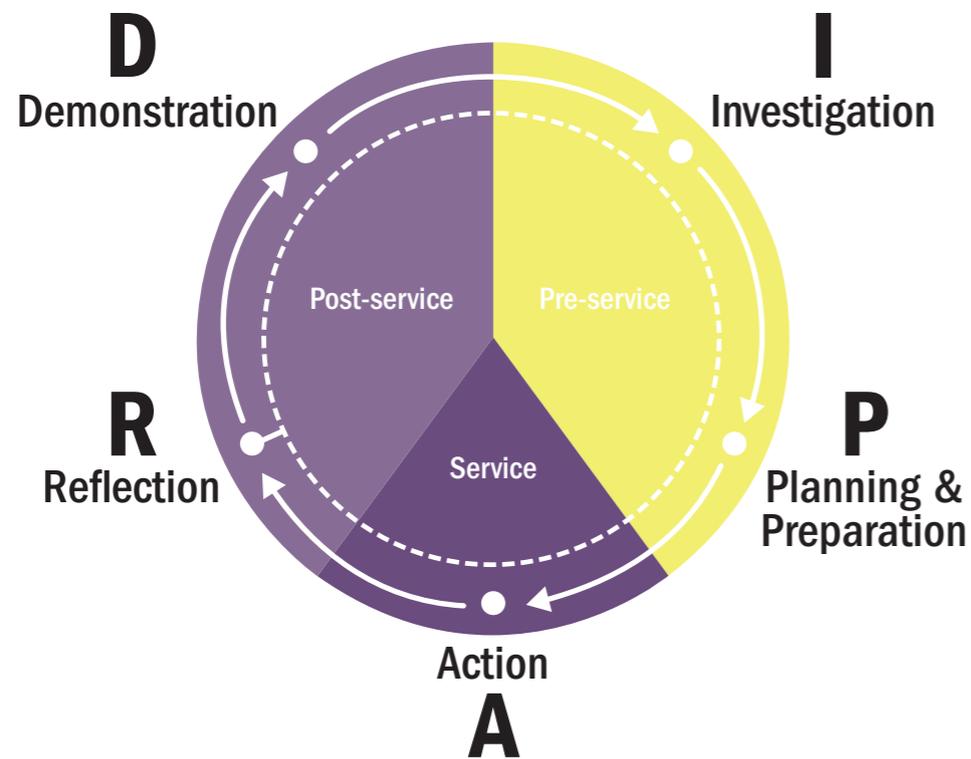
Opportunities to teach, reinforce, and apply these skills are highlighted throughout the service-learning process explained in the following pages.

(From: <https://casel.org/what-is-sel/>)



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The IPARD Process



The IPARD approach is a youth-centered, inquiry-driven approach to service-learning. The acronym “IPARD” describes the learning experience of investigation, planning and preparation, action, reflection, and demonstration — a process that occurs at least once within a service-learning experience, but may also repeat, depending on the duration of the project.

By having young people focus their curiosity on an issue of their choosing, and generate their own questions, their engagement, ownership, and contributions increase. This inquiry-driven cycle helps them build skills that transfer from middle school to high school, post-secondary, and to later career paths.

Given the range of afterschool settings, the session plans included in this facilitators’ guide approximate a 20-hour program. **Please note, however, that many aspects of the service-learning IPARD cycle can be adapted to fit the available time.**

Investigation

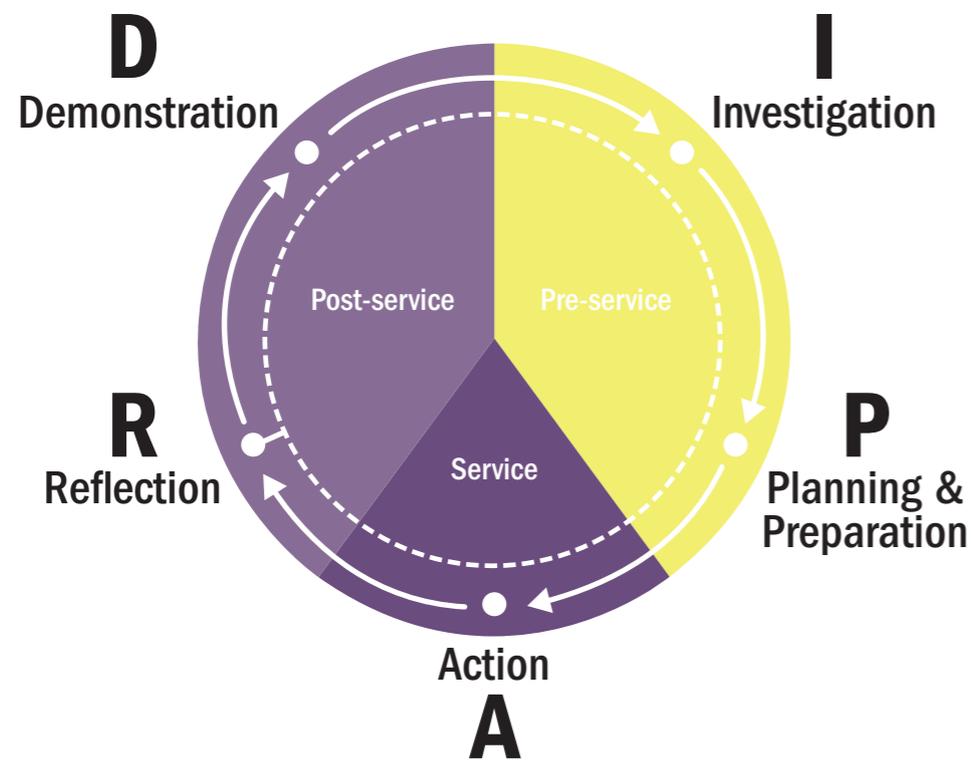
- Young people use questions as starting points for investigation.
- Young people investigate needs in their community.
- Young people compile their findings from community research.
- Based on their findings, young people choose a need in the community to address.

Planning and Preparation

- Once young people have chosen a community need, they plan and prepare to address the need. This is the largest time commitment in the service-learning experience.
- Young people partner with local stakeholders and apply strengths and assets to analyze the need.
- They prepare for the day(s) of action, including arranging logistics such as transportation (if needed), parent/guardian permission forms, chaperones, and recruitment of additional volunteers — as needed.

Action

- Young people take action, addressing needs of the community.
- Young people document the action as it happens.



Reflection

This step is continual, happening before, during, and after the service when critical thinking skills are most engaged. While many approaches work, reflecting at the end of each session is often the best timing to maximize learnings from the day and prepare for the next session.

- Before the action takes place, help participants understand multiple perspectives and potential areas of bias.
- During the experience, reflection sessions (often in the form of exit tickets throughout this book) help students problem-solve and anticipate the next session.
- At the end of the experience, young people reflect about the outcomes of their projects and get feedback from their demonstration presentations.
- Finally, they can look ahead to next steps for future service-learning projects, analyzing whether they have addressed the root cause of an issue, or need another project to more fully address the issue.

Demonstration

- Young people prepare to demonstrate their learnings to stakeholders, developing posters, PowerPoints, or artwork as presentation materials.
- Young people demonstrate what they have learned throughout the process – often through a more formal presentation to stakeholders such as school board members, chamber of commerce representatives, mayors, etc. to gain responses to their work and increase their impact.

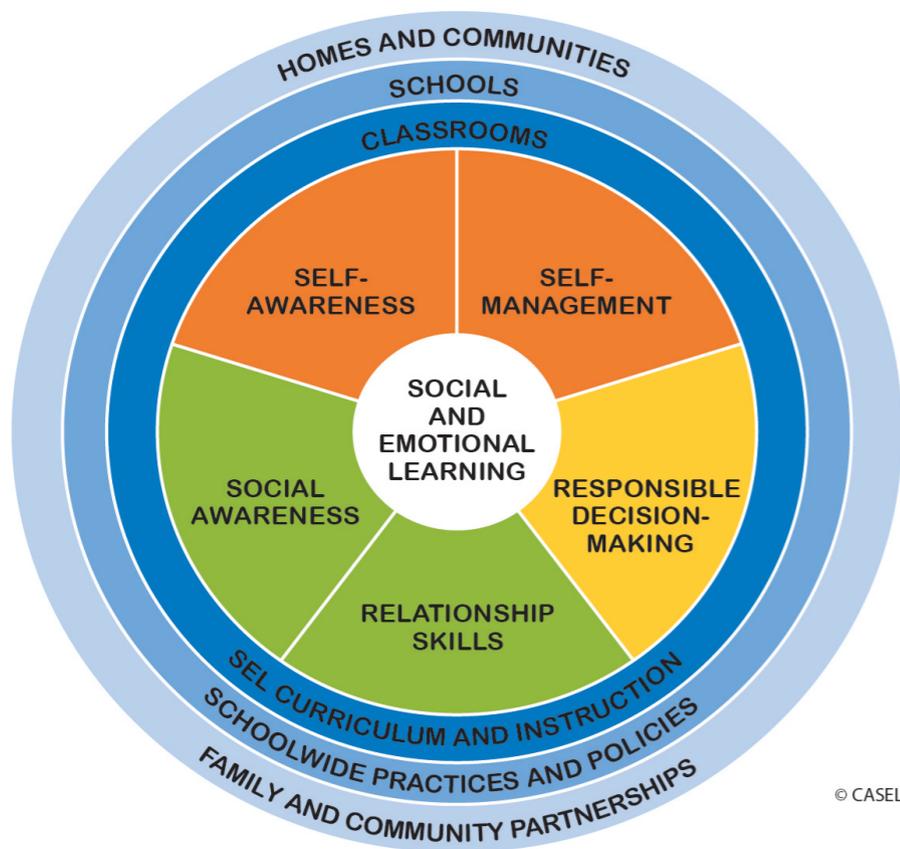
ABOUT THE HANDBOOK

As mentioned previously, because the entire afterschool experience is designed for a total of 16-20 hours, with the action of the service-learning project itself scheduled for two sessions, or two hours. As with any service-learning experience, more emphasis is on the investigation, planning, preparation, reflection, and demonstration phases -- where the majority of learning, problem-solving, and creativity occur. This means that the scope of the action itself is somewhat limited, but may also be a first exposure to another trip through the service-learning cycle, digging deeper into the root causes behind the issue following the initial exposure.

Facilitators also should feel free to take more or less time, as needed, with any step of the process. Some may be starting with a project in mind. If that is the case, try taking the project idea through the IPARD cycle. It may offer new routes to addressing root causes behind the identified project. This handbook is meant to support the service-learning process, wherever you and your participants enter the cycle.

Each session begins with a **“warm-up” activity**, an experiential way to learn names, and grow from acquaintances to allies over the course of the sessions. The brunt of each session focuses on **a step in the service-learning experience** -- the content of the





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(from: <https://casel.org/what-is-sel/>)

session -- and ends with a **reflection activity**. Often these are in the form of a question prompt, for which the answer is a “exit ticket” -- a way for the facilitator to develop a formative understanding of where individual participants are in their grasp of the issue they are addressing and in their own progress on social and emotional skills development. That is, these exit tickets function as formative assessments of youth development.

The goals for the participants in the service-learning experience are rooted in **social and emotional skill-building**, as expressed by CASEL -- the Collaborative for Academic, Social and Emotional Learning. The goals that are pertinent to the activity are listed at the beginning of each session.

1. Self-awareness
2. Self-Management
3. Social Awareness
4. Relationship
5. Responsible Decision-Making

Growth toward these goals is self-assessed through a one-page **pre- and post-survey**.

(Find the survey on page 22.)



This symbol indicates a “facilitator tip.” Often, these tips are reminders that there is no single way through a service-learning experience, so adult facilitators should feel free, throughout this process, to expand or contract the time spent on any step, as needed.

Learning Objectives

Participants will be able to:

1. Identify group norms for project.
(SEL: self and social awareness)
2. Know the names of at least five other students (SEL: social awareness)
3. Learn collaboratively in group games (21st Century Skills: Learning and Innovation: Collaboration)

Materials

- White board or chart paper
- Post-its or scrap paper
- Markers
- Project folders for each person
(It's best if these stay with the facilitator or in the session room).
- A way to play music for the "Handshake Mingle"

SESSION 1

COMMUNITY-BUILDING

Activity #1: Handshake Mingle

Time: 20 minutes

Directions:

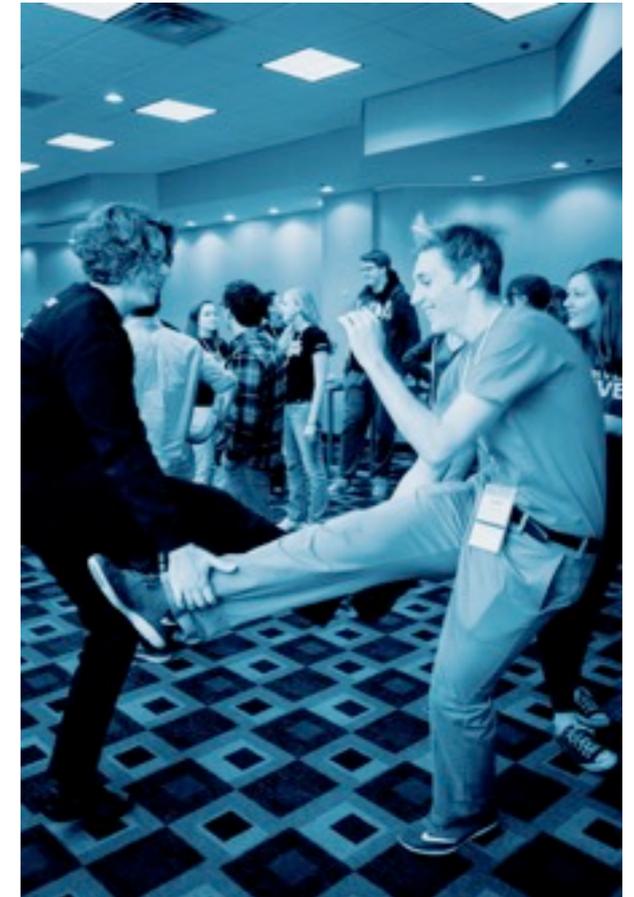
- Have access to music set up.
- Gather group members in an open area in a large circle.
- Tell them that when the music plays, they walk backwards.
- When the music stops, they stop, and pivot to find a partner.



(Be sure to have a strategy to reclaim the attention of the group. Often saying "If you can hear my voice, clap once!" starts getting participants' attention, followed by "If you can hear my voice, clap twice!" Three times should gather everyone's attention. Or use some sort of noise-maker.)

- Begin by playing music, and asking everyone to walk backwards. Then stop the music, after people have practiced walking backwards, and have them turn around to find a partner.
- Have them "high five", then introduce themselves to their partners. (This is now their high five partner.) Then have them share the answer to the following question.

"If you could have one superpower what would it be?"



- Play the music again, for about 15 seconds, while participants walk backwards. When you stop playing, they should find a new partner, introduce themselves, then have them give their partner a “low five.” Have each partner:

Share your favorite joke.

- When you play the music this time, tell participants that when they stop moving backwards, they will “ankle shake” a new partner -- lean over, bending at the knees, and shake their partner’s ankle. Then have them share the answer to the following question:

“What is something uncommon that you actually have in common?”

- Tell participants that with this move, they’ll do the “fishing handshake” -- Music plays; participants walk backwards. When music stops, have them find a new partner, introduce themselves, then have the partner set complete the fishing handshake -- one person is the fish and the other is the fisherman who reels in the fish. Then have them share the answer to the following question:

“What accomplishment are you most proud of?”

- Music plays; participants walk backwards. When the music stops, participants pivot to their new partner, introduce themselves and ask if anyone from the group has an idea for a handshake. Have them practice that handshake, then share the answer to the following question:

“What is an issue/problem in your community that you care about?”

- Then have them go back to their original high five partner, state their partner’s name and do a high five. Have each of them answer the question:

“What are you most looking forward to as part of this program?”

End the session by “popcorning” around room, asking a variety of people to share what they are most looking forward to.

Activity #2: Overview of program

Time: 10 minutes

Directions:

This is a valuable time to provide the structure and details of the program. This information can include:

- When and how often the group meets
- Goals of the overall program (to match community needs with personal passions and take action on an aspect of the need)
- Expectations for an average session
- Benefits (referencing, if possible, what people shared that they are most looking forward to)

Activity #3: Developing Group Norms

Time: 25 minutes

Directions:

Write on a board or large piece of paper:

Learning means taking risks. It means challenging yourself to master new skills and explore new understandings. It means being willing to make mistakes.

Ask group:

- 1). Do you agree? Why or why not?
- 2). How does this statement affect us as a group?

From participants' responses, introduce the concept of **Group Norms:**

- The values and characteristics that govern group behavior, including expectations about how things will be done.
- They influence how group members communicate and work together.
- They help us control our learning experience.
- They help us become stronger, more effective, and more aware of our dynamics.

Have each person grab a stack of post-its along with a pen or marker.

1. **THINK:** Note that establishing group norms is about creating a set of expectations and behaviors we each want one another to exhibit. One example is: everyone's opinion is respected and heard.



You may have one or two norms ready to go as a non-negotiable norm to start. For example, "Everyone's voice must be heard throughout this process. If you are a talker, challenge yourself and allow your peers to be heard. If you tend to be quiet or a processor, challenge yourself to share your idea or perspective."

Allow five minutes for individuals to come up with at least three group norms (one per post-it.)

2. **PAIR:** Break group into pairs. Allow five minutes for pairs to identify their top three norms, aiming for consensus. (Have them write BIG, one norm per post-it, so that each can be read from a distance.)



As participants start to slow down or stop writing, have them post their norms on the chart paper or on designated area.

3. **SHARE:** Tell the group that you will be reading each norm one-by-one and placing the same or similar ones together with the consensus of the large group, thus **creating categories**.



Should you receive a norm that is illegible or unclear, ask the group who wrote it to read it aloud or explain the meaning.

4. READ ALOUD the clusters of related group norms. Synthesize the clusters into simply stated phrases like “No cell phone use during sessions.” Gather a **group consensus** on whether all agree or identify areas of disagreement/clarifications. An optimal total number is five-seven.



Once unanimous, write these on a chart paper or on the board for the group to refer to throughout the length of the program. Bring the list to each session, for reference.

Activity #4: Reflection via Exit Tickets

Time: 5 minutes

Directions: Have everyone grab a post-it/scratch paper and pen/pencil.

Have participants answer the question:

Do you feel that we were successful in creating group norms? What follow-up is needed?

Have participants write their answers on post-its as “exit tickets” and hand them in as they leave.



Ask the group to hold each other accountable in utilizing these group norms -- clarifying that no public shaming is allowed.

Learning Objectives

Participants will be able to:

1. Identify one community issue they care about and a question they have about it. (SEL Skill: Self-awareness).
2. Know the names of five more students in the group. (SEL Skill: social awareness).

Materials

- group norms, posted
- post-its or scrap paper
- pens/pencils
- access to internet (and projector, if possible)
- pre-surveys, copied (pg. 21)

SESSION 2 IDENTIFYING ISSUES (INVESTIGATION)

Activity #1: Change-Maker Brainstorm

Time: 5 minutes

Directions:



This prompt can be projected or written on a board.

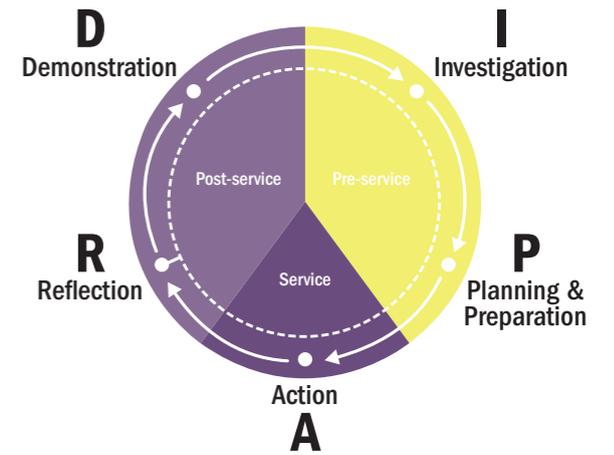
Have participants write an answer to the following question on a post-it:

“What is one thing in your community (school or larger community) that you would like to change?”

(For example, perhaps cyber-bullying is an issue, or young people are worried that there is no orientation for new students coming into a program.)

- Have participants write their names on the post-its, for later use.
- On the back side, have them answer the question:

“What more do you need to know about the issue to help improve it?”



Activity #2: High-Five Introductions

Time: 15 minutes

Directions:

- Ask participants to reread what they wrote and pick out **one sentence or phrase** they would be willing to share with a partner. Have them underline the portion they will be sharing.
- Model for participants an issue you care about -- climate change, for example.
 - Stand up, **raise one hand** in the air, find a partner, and high-five that person.
 - Then, **introduce** yourself.
 - **Share** the phrase or sentence.
 - **Thank** the partner.
 - Ask whether anyone has **questions**.
- Keep the activity going long enough for everyone to share with at least four others.



At the end of the activity, ask whether someone would be interested in helping to lead next session's warm-up activity. (Please read ahead to share the facilitation of that next activity, on page 22.)

Activity #3: Issue-Sharing

Time: 10 minutes

Directions:

Ask group: "Let's hear some of what you heard -- issues that you'd like to address -- like climate action, cyber-bullying, gender equality in sports, etc."

Activity #4: Grouping of Individual Issue Areas

Time: 10 minutes

Directions:

- Have students put post-its about their issues on the wall.
- Then have them group related issues, aiming to come up with 3-4, total.

Activity #5: Youth Example: Addressing Issues in Bali

Time: 15 minutes

Directions:

Ask:

- Who knows where Bali is? (a province of Indonesia, NW of Australia, in the Java Sea)

- What do we know about Bali? (maybe that it's an island; it's beautiful, etc.)
- Introduce video about two sisters working to ban plastic bags in Bali.
- Ask group members to listen for the lessons the girls learn, noting lessons on post-its.

Watch 10-min Ted Talk:

https://www.ted.com/talks/melati_and_isabel_wijsen_our_campaign_to_ban_plastic_bags_in_bali

Following video, reflect by posing the following questions:

- What is the issue the girls identify as a need in Bali?
- What stood out for you in the video?
- What was hard for the girls?
- How did they overcome these difficulties?
- What lessons did they say they learned?

Activity #6: Pre-Survey on Leadership Styles

Time: 15 minutes

Directions:



Copy pre-surveys for participants, available on page 21.

- Determine whether you would like the surveys taken anonymously (then have students use a cell phone number as their identifier) or track participants' individual development with names.
- Share the pre-surveys with young people, assuring them that there are no right or wrong answers. The questions simply assess individual styles.
- Support young people as they circle levels 1-5, reflecting their comfort with each statement.
- Collect the pre-surveys as "exit tickets" as the young people leave.

Pre-/Post-Survey on Leadership Strengths

Name OR cell phone number (if survey is to be anonymous):

Please answer the following questions, indicating whether you strongly agree or disagree with the statements by circling the number that corresponds to how you feel. There are no right or wrong answers; we are just interested in your strengths coming into and leaving this program.

1. I know what my strengths are and can list them.

Disagree 1 2 3 4 5 Agree

2. I know how to calm myself down when I am upset.

Disagree 1 2 3 4 5 Agree

3. I can set goals and figure out how to reach them.

Disagree 1 2 3 4 5 Agree

4. I can stay focused even when there are distractions.

Disagree 1 2 3 4 5 Agree

5. I can learn from people with different opinions from me.

Disagree 1 2 3 4 5 Agree

6. I know when someone needs help.

Disagree 1 2 3 4 5 Agree

7. I can respect a peer's opinions during a disagreement.

Disagree 1 2 3 4 5 Agree

8. I know how to share what I am feeling with others.

Disagree 1 2 3 4 5 Agree

9. I can think about what might happen before making a decision.

Disagree 1 2 3 4 5 Agree

10. I can think of different ways to solve a problem.

Disagree 5 Agree

Learning Objectives

Participants will be able to:

1. Know everyone's names in group. (SEL Skill: social awareness)
2. Understand personal strengths and supports. (SEL Skill: Self-Awareness)
3. Describe service-learning.

Materials

Name Tags

Blank post-its

Pens/pencils/markers

Group Norms, posted

Butcher paper for drawing body outlines

Project folders

Large paper, divided into three columns labeled K, W, and L

SESSION 3

IDENTIFYING PASSIONS (INVESTIGATION)

Activity #1: Name Tag Scavenger Hunt

Time: 10 minutes

Directions:



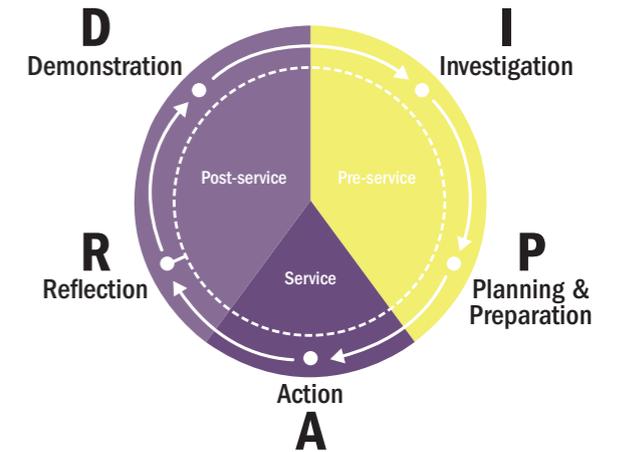
If young people volunteered to lead this warm-up activity last time, share the directions with them ahead of the session.

Be sure that they know to:

- 1). Introduce themselves.
- 2). Give the name of the game
- 3). Give directions, modeling the actions to the extent possible.
- 4). Ask if anyone has questions.

Directions:

- Using the participant list ahead of time, give each person a name tag that has another group member's name on it.
- Have them find the owner.
- Have the pair ask each other at least three questions in a mini-interview. (If they don't have better questions, ask name, where born, and favorite activity). Have them return to the group and share what they've learned about their partners.



Activity #2: Identity Outline

Time: 30 minutes

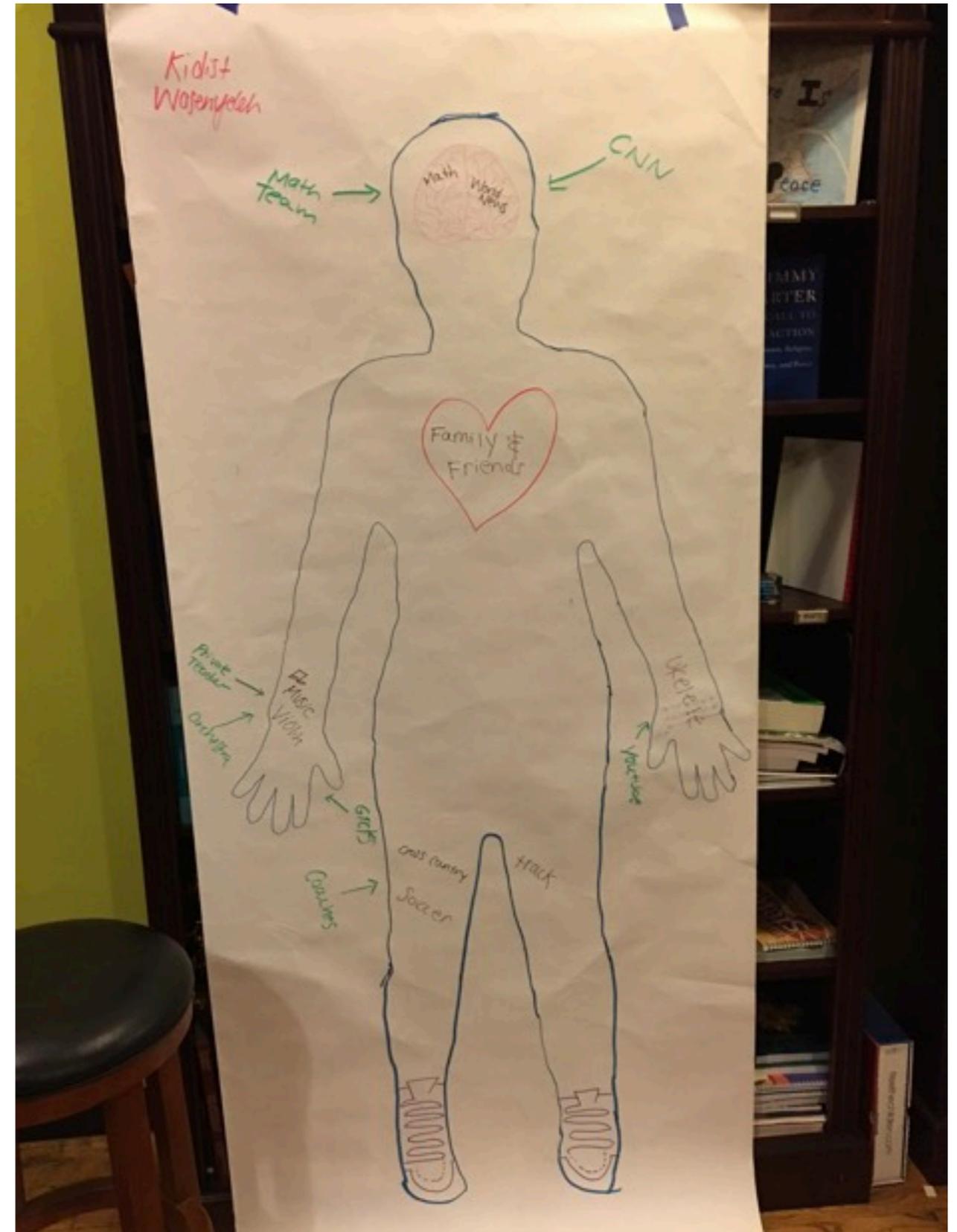
Directions:

PHASE ONE: (10 mins.)

- Roll out butcher paper and cut it into human-sized strips.
- Distribute markers with the butcher paper.
- Have students partner to draw outlines of each other. (These can be self-selected partners, since some degree of comfort is needed with the partner to draw around the partner's head, hands, feet, etc.)
- Then have each person write, inside the outline, what they like to think about, read about, or research. This description goes inside **the figure's head**.
- **At the heart level**, have participants write what they are passionate about.
- **Inside the hands**, have them write what they like to do with their hands (Cook? Knit? Text? Play an instrument?)
- **Inside the feet**, have them list what they like to do that's active.

PHASE TWO: (10 mins.)

As participants are wrapping up on the inside of their figures, explain the second step. In this phase, they will identify where they get



support for these passions and interests. Maybe it's a talented friend or family member, or maybe it's an organization. Push the participants to think of the organizations. These names will land outside the head, hands, heart, and feet of their figures.

PHASE THREE: (10 mins.)

At the end, have participants post their figures, personalized/ decorated as they like, and do a **Gallery Walk**, writing down the organizations they see listed that might be able to address the issue they are passionate about. They can then add these new ideas to their outlines.

Activity #3: K-W-L Introducing Service-Learning

Time: 5 minutes

Directions:

- Draw three columns on board, with headers “**K**”, “**W**”, and “**L**”
- Have a participant recap the work of the Balinese sisters, for anyone who missed the video during the previous session. (See page 26 for Bali sisters summary.)
- Note that the Balinese sisters keep discovering new and better ways to address the needs they see. They know their passions and strengths -- as participants should also, given the last activity. And they are learning where Bali's needs meet their abilities.

Add that the project everyone is about to embark upon can be considered a service-learning project -- much like what the sisters from Bali did.

Ask participants: “So, what do you know about service-learning?” Then fill in what they “K”now.

Next, ask: “What do you WANT to know?” (Based on their possible confusion over areas that landed in the “K” column.) Wait to deal with the “L” column until the end of the session.



Talking Points:

- *Service-learning is hands-on.*
- *It helps develop leaders.*
- *It's experience-based.*
- *It involves communities (defined as narrowly or broadly as fits the issue), as partners, as experts, and as recipients of the service.*
- *It's a process, often one that is repeated as the group learns more about the root causes of issues.*

Activity #4: Issue Groups

Time: 10 minutes

Directions:

- Have issue **post-its from previous session posted** and grouped. (See activity #4, pg 20.)
- Based on the youth-identified issue areas, have participants **get into issue groups** with others who share their interests in an issue

area. Aim for no more than **two to three members per group**.

- Have each small group share with the larger group what **issue they care about**. Also have them share what MORE they need to know about the issue in order to develop a way to address it.
- Advise them that this exploration of the issue will result in a small-scale service-learning project, one that can be accomplished in one-two sessions/hours later in the program.



(Note that this can be a springboard for a much longer-term, more involved project. The goal with these sessions is simply to get everyone exposed to the possibilities of youth-led service-learning.)



NOTE: Check to see if anyone is interested in leading the warm-up activity next session, and provide them with the directions on page 27.

Activity #5: Exit Ticket Reflection

Time: 5 minutes

Directions:

- Hand out post-its.
- Pose question (on white board or verbally):

“What do you think/hope you’ll learn through this experience?”

- Collect the post-its as young people exit.

Bye, Bye Plastic Bags

Melati (17) and Isabel (15) Wijsen started Bye Bye Plastic Bags at the ages of 10 and 12, after being inspired by a lesson in school about significant people, like Nelson Mandela, Lady Diana, and Mahatma Ghandi.

The sisters returned home that day and asked themselves, 'What can we do as children living in Bali, NOW, to make a difference?' Bye Bye Plastic Bags was started in 2013, and has now grown into a well-known international movement of inspiration, youth empowerment, and saying NO to plastic bags.

From: <http://www.byebyeplasticbags.org/team/>

Plastic bags are essentially indestructible, yet they're used and thrown away with reckless abandon. Most end up in the ocean, where they pollute the water and harm marine life; the rest are burned in garbage piles, where they release harmful dioxins into the atmosphere. Melati and Isabel Wijsen are on a mission to stop plastic bags from suffocating their beautiful island home of Bali. Their efforts -- including petitions, beach cleanups, even a hunger strike -- paid off when they convinced their governor to commit to a plastic bag-free Bali by 2018. "Don't ever let anyone tell you that you're too young or you won't understand," Isabel says to other aspiring activists. "We're not telling you it's going to be easy. We're telling you it's going to be worth it."

From: https://www.ted.com/talks/melati_and_isabel_wijsen_our_campaign_to_ban_plastic_bags_in_bali#t-22238

MISSION

Our mission is to ban the use, sale, and production of plastic bags from retailers.

VISION

We envision a world free of plastic bags and where the young generation are empowered to take action.

Learning Objectives

Participants will be able to:

1. Identify more group members by name and name their skills (SEL Skills: self + social awareness + relationship-building)
2. Describe service-learning's IPARD steps. (21st Century Skill: Learning: Communication)

Materials

White board or chart paper

Markers

Group Norms, posted

KWL Paper on Service-Learning

Copies of Know What You Know BINGO sheets (pg. 31)

Copies of IPARD Circle (pg. 32)

Copies of Q-Matrix (pg. 33)

Project Folders containing:

- Identity Outlines
- Summary, Balinese sisters' "Bye, Bye Plastic Bags" (pg. 26)

Access to the internet

SESSION 4

INTRODUCING THE SERVICE-LEARNING PROCESS

(INVESTIGATION)

Activity #1: Know What You Know Bingo

Time: 10 minutes



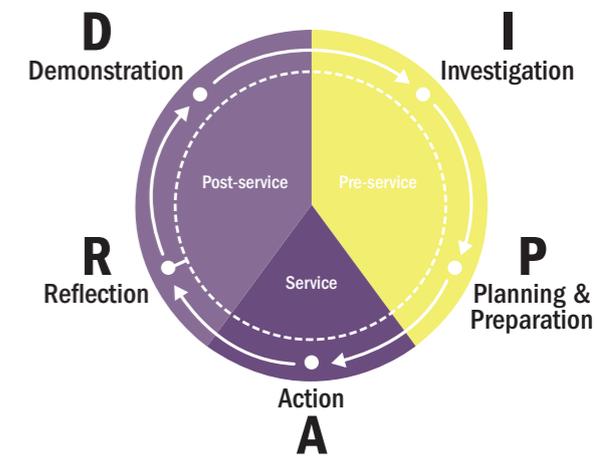
If young people volunteered to lead this warm-up activity last time, share the directions with them ahead of the session.

Be sure that they know to:

- 1). *Introduce themselves.*
- 2). *Give the name of the game*
- 3). *Give directions, modeling the actions to the extent possible.*
- 4). *Ask if anyone has questions.*

Directions:

- Hand out Bingo sheets (copies of pg. 31).



- Explain that the object of the game isn't to be the first, necessarily, but to meet as many people in the group as possible and learn about their backgrounds.
- Point out that each square has space for a name and short description.
- In order to "win", participants must have all areas filled out: name of the person + answer to question.
- You may decide whether participants win with five boxes in a vertical or horizontal row, or a diagonal stripe of boxes filled in.

Reflection Questions:

Once someone declares "Bingo!" ask:

- What's one thing you learned about someone that you didn't know before?
- Why do you think we do this activity? (HINT: Even among people we "know" we don't usually know everything. With this activity, we start to recognize others' skills as they relate to upcoming projects.)

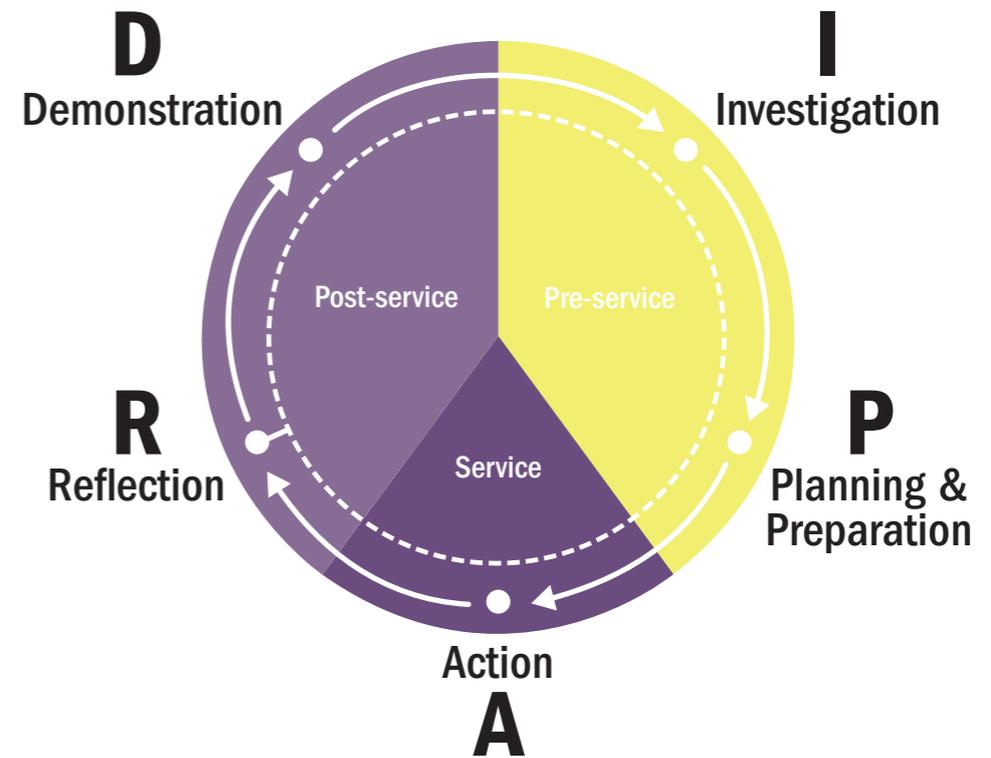
Activity #2: Introducing the IPARD Process

Time: 5 minutes

Directions:

- Refer to the previous K, W, L notes on service-learning (posted).
- Share copies of the IPARD chart (from pg. 32), and ask that every-one look at the 5 stages.

- Ask what they notice about the IPARD "pie". (People may say that the action phase is the smallest, or notice that the arrows continue around the circle.)
- Note that IPARD is the service-learning process, and that it's rooted in QUESTION-POSING.



The process involves:

- **Investigation:** Through investigation, identify a genuine community need and its root causes.
- **Planning and Preparation:** Based on investigation of the community, identify a service project with clear goals, timeline, roles, and follow up.

- **Action:** Participants implement the plan through service. Throughout the service, participants collect evidence of their project and impact.
- **Reflection:** Reflection takes place at every stage of the process, asking questions like “What worked? What didn’t? Why?”
- **Demonstration:** Participants showcase the community impact of their project to an outside audience and make recommendations.
- Ask if anyone has questions about the process.

Activity #3: Think-Pair-Share on IPARD

Time: 15 minutes

Directions:

- Share blank handouts of IPARD.
- Do a quick review of the “Bye, Bye Plastic Bags” initiative led by two sisters in Bali.
- For those who missed Session #2’s viewing, have a laptop station set up to view the Teen Ted Talk: “Our Campaign to Ban Plastic Bags in Bali” (10 mins.) https://www.ted.com/talks/melati_and_isabel_wijzen_our_campaign_to_ban_plastic_bags_in_bali
- Those who have seen the video participate in the following activity:

1. **THINK:** think back to two sisters and their “Bye, Bye Bags” anti-plastic bag initiative on Bali, and note what the sisters did at each stage of IPARD.
2. **PAIR:** Turn to another person to compare lists of what the sisters did at each stage of IPARD.
3. **SHARE:** Do a large group sharing of what participants identified as the sisters’ IPARD steps.

Activity #4: Introducing the “Q-Matrix” (Question Matrix) with a Large Group Activity

Time: Introduction: 5 mins; individual work: 10 mins.; large group sharing: 5 mins. = 20 minutes, total

Directions:

- Post/show a copy of the **Q-Matrix** (for Higher-Level Thinking).
- Tell them that this is an example of how to start investigating your issues -- developing questions for later research on the issue.
- Explain that this process is intended to generate **good questions** -- **NOT answers**.
- Tell the large group that they will go be going through a process known as the “Q Matrix” within their issue groups.
- This large-group activity is meant to model that process.

- Alert participants that during the next session, they'll be doing this same process in their small issue groups.
- Tell the students that they are going to generate as many questions as they can about homelessness, using the question prompts provided. Examples might include: "How can people become homeless?" or "Where might people sleep who are homeless in our community?"
- Give participants about 10 minutes to fill in specific questions about homelessness on their chart. Tell them that it's o.k. if they don't fill in every square. Have participants circle the **three questions** they think are their best.
- Then, as a large group, have participants share their top three questions, and discuss why they are the strongest. (Often they begin with "Why?" or "How?" as these lead to richer responses.)



These questions are usually "open" questions -- and cannot be answered with a "yes" or "no" or single word.

- Remind participants that during the next session, they'll be doing the same process in their small issue groups.

Activity #5: Exit Ticket Reflection/Snowball

Time: 10 minutes

Directions:

- Ask participants to write one "HOPE" for this process of community investigation on one side of a sheet of paper and "CONCERN" on the other side, and label them as such. Then, they should crumple them up.

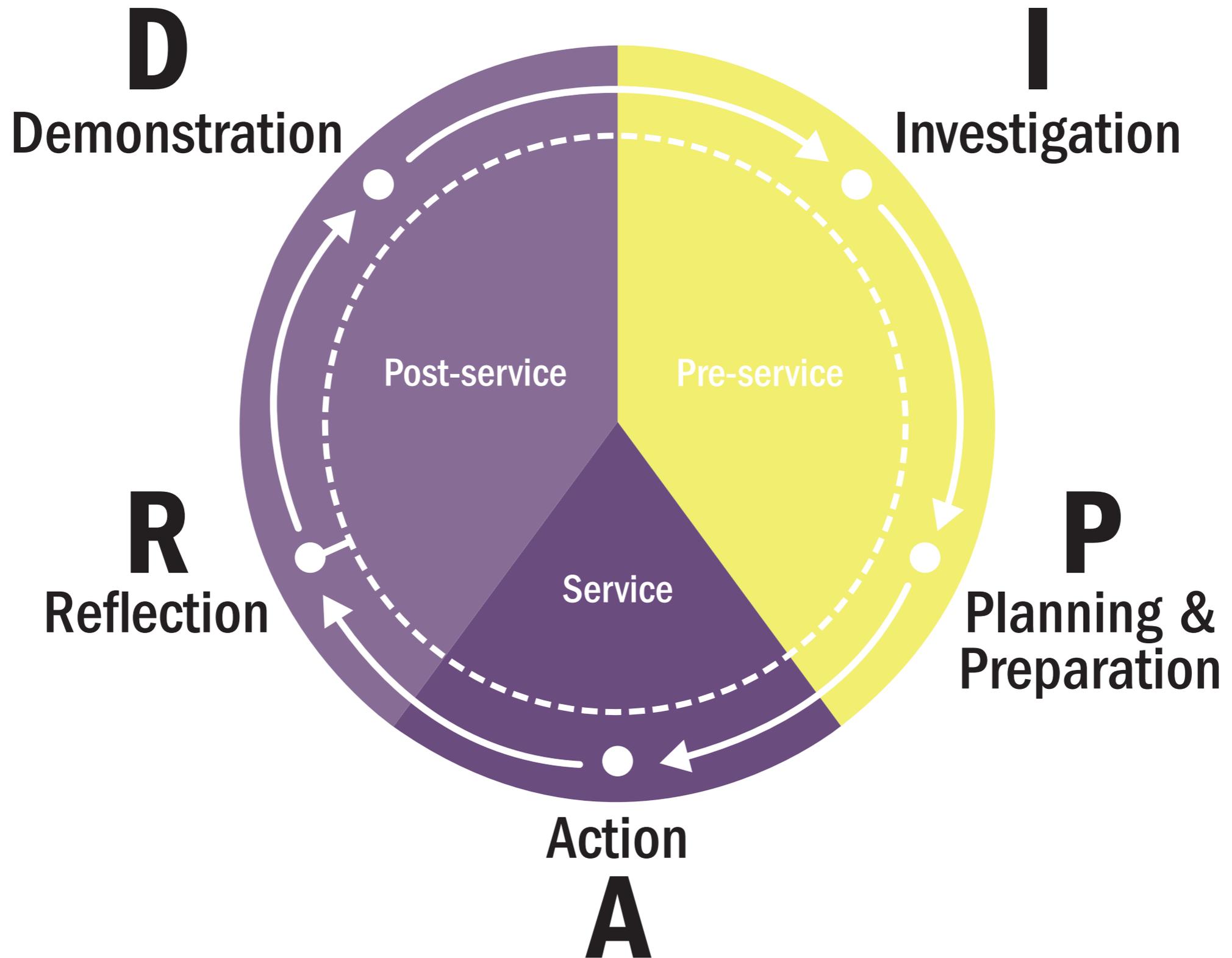
- Have everyone stand in a circle, and throw the snowballs across the room.
- Others pick up the snowballs, and open them.
- Each should read the "hopes" and "concerns" aloud anonymously.
- Ask: "What do we share in common about our hopes?"
- Ask: "What do we share in common about our concerns?"



Note: Be sure to hang onto snowballs and bring them to the next session! ALSO, check to see if anyone is interested in leading the warm-up activity next session, and provide them with directions for the warm-up on page 34.

Know What You Know Bingo

<p>I know CPR.</p> <p>Name: _____</p> <p>Story: _____</p> <p>_____</p> <p>_____</p>	<p>I can explain how a bill becomes a law.</p> <p>Name: _____</p> <p>Story: _____</p> <p>_____</p> <p>_____</p>	<p>I know or have known all my grandparents.</p> <p>Name: _____</p> <p>Story: _____</p> <p>_____</p> <p>_____</p>	<p>I have a job.</p> <p>Name: _____</p> <p>Story: _____</p> <p>_____</p> <p>_____</p>	<p>I will be a first-generation graduate.</p> <p>Name: _____</p> <p>Story: _____</p> <p>_____</p> <p>_____</p>
<p>I like to write.</p> <p>Name: _____</p> <p>Story: _____</p> <p>_____</p> <p>_____</p>	<p>I was born in this community.</p> <p>Name: _____</p> <p>Story: _____</p> <p>_____</p> <p>_____</p>	<p>I have been camping.</p> <p>Name: _____</p> <p>Story: _____</p> <p>_____</p> <p>_____</p>	<p>I have an Instagram account.</p> <p>Name: _____</p> <p>Best Photo posted: _____</p> <p>_____</p> <p>_____</p>	<p>I celebrate a unique holiday.</p> <p>Name: _____</p> <p>Holiday: _____</p> <p>_____</p> <p>_____</p>
<p>I enjoy reading.</p> <p>Name: _____</p> <p>Story: _____</p> <p>_____</p> <p>_____</p>	<p>I was born elsewhere.</p> <p>Name: _____</p> <p>Story: _____</p> <p>_____</p> <p>_____</p>	<p>I play an instrument.</p> <p>Name: _____</p> <p>Instrument: _____</p> <p>_____</p> <p>_____</p>	<p>I like to draw.</p> <p>Name: _____</p> <p>Story: _____</p> <p>_____</p> <p>_____</p>	<p>I know how to use local public transportation.</p> <p>Name: _____</p> <p>Types of public transit used: _____</p> <p>_____</p> <p>_____</p>
<p>I know how to cook.</p> <p>Name: _____</p> <p>Story: _____</p> <p>_____</p> <p>_____</p>	<p>I volunteer.</p> <p>Name: _____</p> <p>Location: _____</p> <p>_____</p> <p>_____</p>	<p>I can name at least one role model.</p> <p>Name: _____</p> <p>Person/Role Model : _____</p> <p>_____</p> <p>_____</p>	<p>I have a Twitter account.</p> <p>Name: _____</p> <p>Favorite Tweet: _____</p> <p>_____</p> <p>_____</p>	<p>I like to organize.</p> <p>Name: _____</p> <p>Story: _____</p> <p>_____</p> <p>_____</p>
<p>I know how to drive.</p> <p>Name: _____</p> <p>Story: _____</p> <p>_____</p> <p>_____</p>	<p>I do at least 1 hr. of homework every day.</p> <p>Name: _____</p> <p>Story: _____</p> <p>_____</p> <p>_____</p>	<p>I like to babysit.</p> <p>Name: _____</p> <p>Story: _____</p> <p>_____</p> <p>_____</p>	<p>I can speak more than one language fluently.</p> <p>Name: _____</p> <p>Language: _____</p> <p>_____</p> <p>_____</p>	<p>I have legible handwriting.</p> <p>Name: _____</p> <p>Story: _____</p> <p>_____</p> <p>_____</p>



Q-Matrix on _____ green=level 1; purple = level 2; orange = level 2 or 3; blue= level 3 or 4
 (name issue) _____ by (your name) _____

	Who	What	Where	When	Why	How
is	Who is...?	What is...?	Where is...?	When is...?	Why is...?	How is...?
did	Who did...?	What did...?	Where did...?	When did...?	Why did...?	How did...?
can	Who can...?	What can...?	Where can...?	When can...?	Why can...?	How can...?
would	Who would...?	What would...?	Where would...?	When would...?	Why would...?	How would...?
will	Who will...?	What will...?	Where will...?	When will...?	Why will...?	How will...?
might	Who might...?	What might...?	Where might...?	When might...?	Why might...?	How might...?

Learning Objectives

Participants will be able to:

1. Identify all group members by name. (SEL: social awareness + relationship-building)
2. Know how to develop critical questions, in small groups, worthy of online or in-person research. (SEL Skill: Self-management, relationship-building, + decision-making.)

Materials

Group Norms, posted

Crumpled reflection “snowballs” (from previous session)

Copies of the Q-Matrix (pg. 33) for each small group.

Project Folders, containing question forms (for top three questions on issue) pg. 39

SESSION 5

QUESTION DEVELOPMENT (INVESTIGATION)

Activity #1: The Company You Keep

Time: 15 minutes



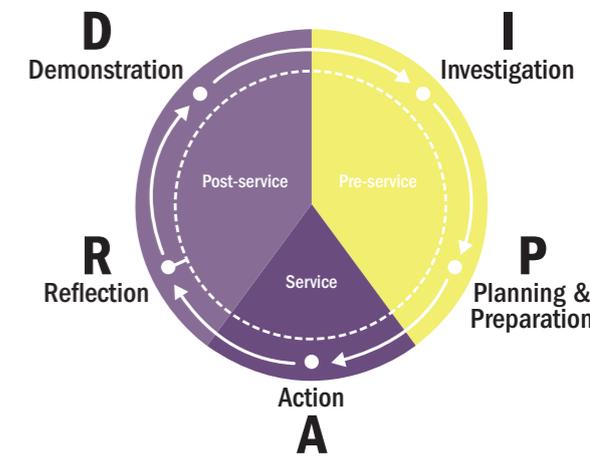
If young people volunteered to lead this warm-up activity last time, share the directions with them ahead of the session.

Be sure that they know to:

- 1). Introduce themselves.
- 2). Give the name of the game
- 3). Give directions, modeling the actions to the extent possible.
- 4). Ask if anyone has questions.

Directions:

- Gather people standing in the middle of empty floor space.
- The facilitator should have in mind a list of **categories**, for example, birthday months, favorite something, the hand with which you write, the color of your shoes, etc.



- The facilitator calls out a category. The participants locate, as quickly as possible, all the people whom they would associate with the given category, without talking.
- For example, right-handers get together as do left-handers. If there are more than two choices possible – birthday months, for example – there will be more than two groups.
- When participants have formed the clusters, ask them to shake hands with “the company they keep,” and introduce themselves to each other.
- Announce the next category and continue having the participants divide into groups until the categories are exhausted.

Activity #2: Introducing Small Group Work on Question Development

Time: 10 minutes

Directions:

- Have participants get into their **issue groups**.
- Let groups know that they will be presenting their issue areas and related project ideas (for addressing the issues) to the larger group for feedback later.
- The focus of this session is to **develop questions** related to their issue areas, as they did in the previous session with the topic of homelessness. These questions will help them gather information

from which they will develop a service-learning project idea.

They’ll learn more about their issue by:

- developing questions about the issues, using the Q-Matrix (introduced last session on pg. 29).
- identifying prospective partners for information-gathering interviews. (Keep in mind that these people may also have ongoing projects that young people can support.)
- researching online.

Ask if anyone who was part of the last session can describe the Q-Matrix steps. (1. Develop as many questions as you can, using the matrix; 2. Review questions to choose the top three “richest” questions. Usually these are color-coded orange or blue and begin with “How?” or “Why?”.)

Activity #3: Small Group Work on Question Development

Time: 25 minutes

Directions:

- Share **Q-Matrix forms** with each group.
- In the issue groups, have participants generate QUESTIONS about their issues, using their Q-Matrix form.
- Each issue group should then circle their **top three questions**, and be able to explain WHY they’re the top three.

Activity #4: Reflection/Exit Ticket

Time: 10 minutes

Directions:

Pose the following question and have participants fill out responses on paper, signing their names to the papers:

“Which 2-3 local people or places do you think could help answer your questions?”



Check to see if anyone is interested in leading the warm-up activity next session, and provide them with directions for the warm-up on page 37.



Learning Objectives

Participants will be able to:

1. Know a story related to each group member. (SEL skill: relationship-building)
2. Conduct effective online research. (21st Century Skills: Learning + innovation: Critical Thinking + Problem-Solving)

Materials

Group norms, posted

Project folders, containing:

- Research questions related to issues (pg. 39)
- Emoji posters, cut up (pg. 40)

SESSION 6

ISSUE RESEARCH (INVESTIGATION)

Activity #1: What's in a Name?

Time: 15 minutes



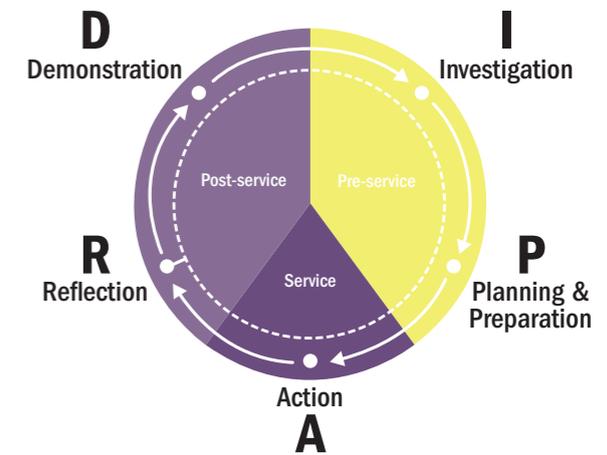
If young people volunteered to lead this warm-up activity last time, share the directions with them ahead of the session.

Be sure that they know to:

- 1). *Introduce themselves.*
- 2). *Give the name of the game*
- 3). *Give directions, modeling the actions to the extent possible.*
- 4). *Ask if anyone has questions.*

Directions:

- Ask people to pair up. (It doesn't matter if two good friends are partners for this.)
- Everyone needs to choose one of their names -- first, last, or middle -- any name that has a story behind it. (It can be as simple as, I'm a "Junior" because my Dad's name was also X.") Have participants share the stories of their names with their partners.



- Please ask that each person also share the pronoun (he, she, they) would like used -- if this is developmentally appropriate for the group.
- Then, have each person introduce their partner with their stories and pronoun preferences.

(from: <http://earthforceresources.org/decide-step-2-issue-selection/>)

Activity #2: Online Research

Time: 25 minutes

Directions:

- Have participants use whatever computer resources are available -- whether phones or site-based library -- to find out what they can about their issue -- locally and globally. (Make sure that they find one resource that is local, and one that has an international focus, as the form requests.)
- Have them use the **question-posing form** (on page 39) to document the information they find.

Activity #3: Four Corners Emoji Reflection

Time: 15 minutes

Directions:

- Cut apart the **emoji page** (pg. 43) and post the faces around the room.

- Ask participants to go to the emoji that illustrates how they're feeling about the work so far.
- Once in the four corners of the room, have them share with each other why they feel as they do.
- Do a large group sharing for problem-solving, beginning with the group that uses the "confused" emoji.



Check to see if anyone is interested in leading the warm-up activity next session, and provide them with directions for the warm-up on page 41.

Question-Posing FORM for Community Research

Name: _____

List the **top three questions** your group developed to learn more about your ISSUE.

1. What is your first question you have on your issue from the Q-Matrix activity?

What is your follow-up step for the information you discovered? (What kind of expert could help you gather more information on your issue?)

2. What is your second question you have on your issue from the Q-Matrix activity?

What is your follow-up step for the information you discovered? (What kind of expert could help you gather more information on your issue?)

3. What is your third question you have on your issue from the Q-Matrix activity?

What is your follow-up step for the information you discovered? (What kind of expert could help you gather more information on your issue?)

Reflection Question: List at least one local and one global resource you found on your issue?

Please list below.

Local: _____

Global: _____



Learning Objectives

Participants will be able to:

1. Establish criteria on which their projects will be assessed (SEL Skill: Responsible Decision-Making)
2. Identify community resources related to their project ideas. (21st Century Skill: Learning + Innovation: Critical Thinking and Problem-Solving)

Materials

- Group norms, posted
- Individual passions outlines, posted
- Project Folders, containing:
 - Community Partners/ Resources forms (pg. 44)
- Scrap paper

SESSION 7

PROJECT IDEA RESEARCH (INVESTIGATION)

Activity #1: Body Pens

Time: 10 minutes



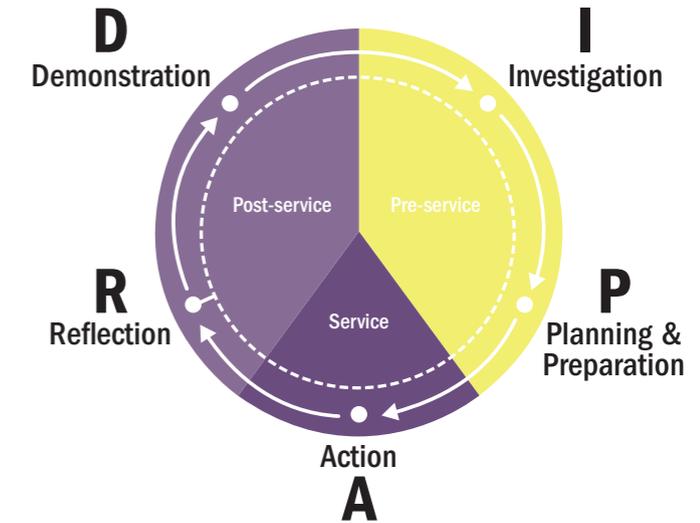
If young people volunteered to lead this warm-up activity last time, share the directions for the activity.

Be sure that they know to:

- 1). *Introduce themselves.*
- 2). *Give the name of the game*
- 3). *Give directions, modeling the actions to the extent possible.*
- 4). *Ask if anyone has questions.*

Directions:

- Have everyone stand in a circle.
- Tell the group that you are going to be spelling words with capital letters, using different body parts. Because the focus of this session is “projects”, try spelling out that word.
- Have people make the shape of “P” with their fingers.
- Have them make the shape of “R” using their elbows.



- Have them make the shape of “O” using their arms.
- Have them make the shape of “J” using their noses.
- Have them make the shape of “E” using their arms.
- Have them make the shape of “C” and then a “T” using their whole bodies.

Activity #2: Brainstorming Project Resources (in large group)

Time: 10 minutes

Directions:

- Remind the group that during the last session they researched their issues.
- Now they need to develop ways to address the issues through projects.
- Share copies of the Community Partners and Resources form from pg. 44.
- Ask the large group:

“Who or what might be a resource for your project ideas?”

Use an issue example like mental health, and a related project idea, like raising awareness about mental health to illustrate the difference between the **issue** and the **project idea**.

Have the large group brainstorm, across the categories listed, possible project idea resources on raising awareness about mental health. For example:

- government/elected officials (mayor)
- business/financial sector (related services like a counseling center)
- law enforcement (school-based safety officers)
- health care (local clinic)
- media (a radio station that runs PSAs)
- universities and colleges (a professor whose specialty is mental health)
- other teachers (a school-based counselor or social worker)
- parents (perhaps one works in this area)
- community agencies (social service agencies)

Activity #3: Gathering Resource Ideas (in issue/project groups)

Time: 15 minutes

Directions:

- Have everyone work in their **project groups**.
- Share resources/partners handout (pg. 44).

- Tell participants that the goals are to identify one to two local resources who can be contacted for first-hand interviews on their issue/project idea and secure their contact information.

Activity #4: Community Mapping Reflection

Time: 5 minutes

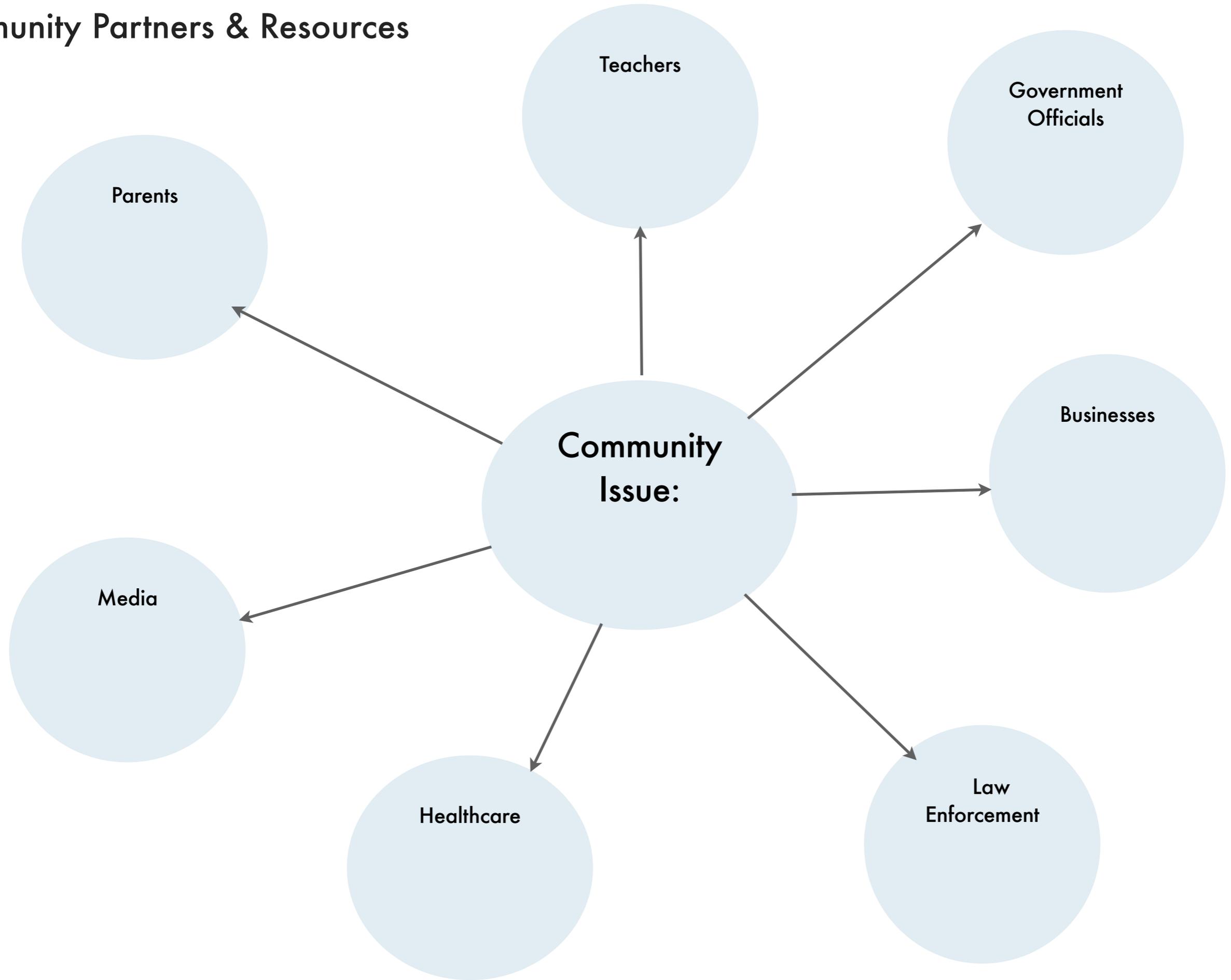
Directions:

- Have everyone post their Community Resource/Partners Map around the room.
- Hand out post-its.
- Ask that every member of each project group read one other group's map of community partners. The goal is to "steal" ideas.
- They should write on a post-it at least one new contact idea they've stolen from another group's contact map, whether a person's name or organizational name.
- Add these new post-its to their groups' map.



Check to see if anyone is interested in leading the warm-up activity next session, and provide them with directions for the warm-up on page 56.

Community Partners & Resources



Learning Objectives

Participants will be able to:

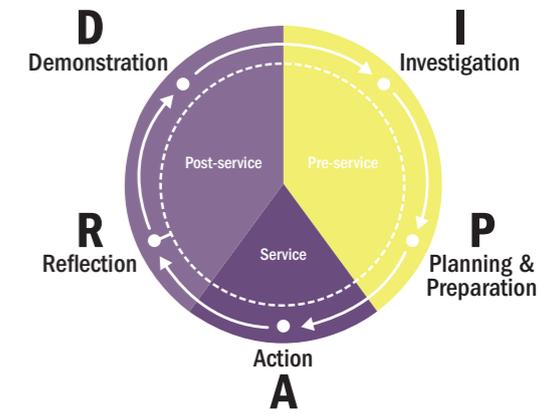
1. Collaborate to express an idea (SEL Skill: relationship-building)
2. Refine their project ideas, to make them work within the criteria developed for assessment (SEL Skill: responsible decision-making)

Materials

- Group norms, posted
- Scrap paper
- Project Folders
- Fist-to-Five Forms (pg. 47)
- Markers

SESSION 8

PLANNING PROJECT IDEA PRESENTATIONS (INVESTIGATION)



Activity #1: Energy Moves

Time: 10 minutes



NOTE: If young people volunteered to lead this warm-up activity last time, share the directions for the activity.

Be sure that they know to:

- 1). Introduce themselves.
- 2). Give the name of the game
- 3). Give directions, modeling the actions to the extent possible.
- 4). Ask if anyone has questions.

Directions:

- Have everyone stand in a circle.
- The facilitator makes a noise and a move, like “Kazam!” while jumping.
- The next person duplicates the move and sound, and adds a new one, which the group then repeats.
- This process continues all the way around the circle until the last person is repeating everyone’s move/sound combination, and adding their own. The goal is to keep the energy high and everyone focused.





This next activity, “Fist-to-Five” is designed to help young people determine which project (or projects) are most suitable to the timeframe of the program. If you have started with a project idea, you may skip this step.

Activity #2: Introducing the Fist-to-Five Process

Time: 15 minutes

Directions:

- Distribute copies of the Fist-to-Five form (pg.47).
- Tell the group that this process will help them figure out which project(s) is/are most doable in the time allowed -- usually the equivalent of a couple of program sessions. (As a facilitator, you also need to decide how many projects are manageable. Maybe you just want to build consensus for one group project. Or maybe 3-5 smaller scale projects seems doable. Remember that youth leadership is key throughout!)
- As a large group, brainstorm the parameters by which the service-learning projects -- which grow out of the issue areas they have been researching -- should be evaluated.
- Require three criteria and provide the following rationale: These criteria will help determine whether projects can be addressed in the scope of the program. (Such realities as whether the project has a local impact; whether there are ways to do the project in the time allowed; whether there are some local potential partners on the project = good criteria.)

- Discuss and agree on three criteria, and have youth participants write those three criteria that will be applied to their issue areas on their blank Fist-to-Five forms.

(adapted from Earth Force’s Step Two: Democratic Decision-Making)

Activity #4: Small Group Preparation for Project Idea Presentations

Time: 20 minutes

Directions:

- Have issue/project groups plan for their presentations
- Ensure that each member has a speaking role.
- Remind them that the goal of the upcoming presentations is to make sure that their projects meet the established criteria so that they can plan for a successful project!

Activity #5: Reflection/Exit Ticket

Time: 15 minutes

Directions: Have participants answer the following questions on scrap paper and hand them to you as they leave.

1. One “aha” they’ve had about their issue. (For example, maybe they’ve learned that there are more youth-focused mental health services in the community than they thought.)
2. One “aha” they’ve had about their project idea. (Maybe they’ve found an existing community organization they can support -- instead of doing a project alone.)

Name: _____

Fist to Five!: Criteria-Based Decision-Making

Fist to Five is a quick way to move from issues to project ideas to assess their viability. The process helps build consensus, since literally every vote counts, and the count is visible.

Step 1: **List the Issues:** List the issues that you identified down the left side of your chart. (This can be done on a large piece of paper or whiteboard.)

Step 2: **List the related project ideas.**

Step 3: **Establish criteria:** Across the top row of your chart list three criteria that you will use to rate the viability or feasibility of each project idea. The criteria that you select should be conditions that you believe are necessary to carry out a successful service-learning project.

For example:

- Perhaps outside funding would be required to establish a recycling program, so funding would become one of your criteria.
- Maybe the timeframe for achieving the goal is longer than the time allowed, so timeframe becomes one of your criteria.
- Maybe you are worried about whether doing the project will be fun!

Step 3: **Rate the projects, according to the criteria you established:** Once the criteria are established, everyone (including the facilitator) will vote with a 0-5 (fist to five) hand score: 5 fingers being the strongest positive vote and closed fist being a 0. Rate each need according to each of the three criteria. Take the average score of the group's responses for each criterion.

Step 4: **Average the scores:** Once each need has been rated according to each criterion, take the average score for each need by adding the three scores across and dividing by three and list the scores in the last column. The need with the highest average indicates the project that is most viable or realistic.

For example:

Issue	Related Project	Criterion #1:	Criteria #2:	Criterion #3:	Average	
		timeframe	extra \$\$ needed	fun!		
cyber-bullying	social media campaign	4	0	3	2.3	
recycling participation	graphic, multilingual posters	5	3	3	3	

Learning Objectives

Participants will be able to:

1. Express their personal take on project progress to another group member (SEL Skills: self- and social awareness)
2. Present their project ideas, contributing to a group effort. (21st Century Skill: Collaboration)
3. Make decisions about the viability of others' project ideas. (SEL Skill: responsible decision-making)

Materials

- Group norms, posted
- A way to play music
- Project Folders
- Fist-to-Five Forms (pg. 47)

SESSION 9

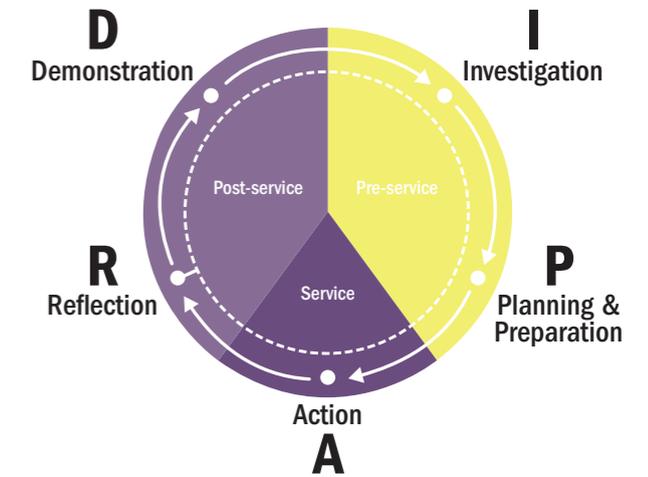
PROJECT IDEA PRESENTATIONS (INVESTIGATION)

Activity #1: Rose, Thorn, Bud

Time: 10 minutes

Directions:

- Have everyone take a minute to think of one “rose” -- highlight -- from the program so far.
- Then play the music, have people walk backwards, and when the music stops, pivot to a partner.
- Have them share their roses.
- For the next rotation, have everyone think of one “thorn” -- a challenge -- from the program so far.
- Then play the music, have people walk backwards, and when the music stops, pivot to a partner.
- Have them share their thorns.
- For the third and final rotation, have everyone think of a “bud” -- something they’re looking forward to.
- Then play the music, have people walk backwards, and when the music stops, pivot to a partner.
- Have them share their buds.



Activity #2: Fist-to-Five Voting on Project Ideas

Time: (45 mins. allowing for 3-min. presentations: 3-min. Fist-to-Five voting, and 3-min. Q & A for 5 groups of 3 members each)

Directions:

PREPARATION:

Have participants get into their project groups.

- Make sure that they have their Fist-to-Five forms (pg. 47) that include the parameters against which each project will be assessed.
- Draw a diagram on a board or large piece of paper representing the Fist-to-Five Form, with enough horizontal spaces for the number of groups presenting, and vertical spaces for each of the 3 criteria, plus one column for the average.
- One group at a time, have them share their project ideas, making as persuasive a case as possible for its viability, based on their research, and making sure that everyone in group has a speaking/presenting role.
- Remind them to be creative!
- Presentations should not be longer than 3 mins, with 3 mins. for Fist-to-Five voting, and 4 mins. for suggestions for improvements = 10 mins. for each small group.

PRESENTATION:

- Have each group present their project idea in 3 mins.
- While the group presents, the rest of the participants are assessing the project idea using the 3 criteria, on a 0-5 point scale, and noting their assessment of the issue's viability according to the data/research presented.

DECISION-MAKING:

After the presentations, call out each of the criteria, and have the large group members raise their hands to show whether they voted 0-5.

- Get a quick visual average and record it on the board.
- Then average the 3 scores, to see whether the project is a 4-5.
- If it is lower, ask for suggestions to improve the project's scores.

Activity #4: Exit Ticket Reflection

Time: 5 minutes

Directions:

Have students answer on post-it, and turn in answers as they leave.

“What kind of help do you need to make your project successful at this point?”



Check to see if anyone is interested in helping to lead the warm-up activity next session, and provide them with directions for the warm-up on page 50. It is a more involved activity, so they may want to be in a supporting role.

Learning Objectives

Participants will:

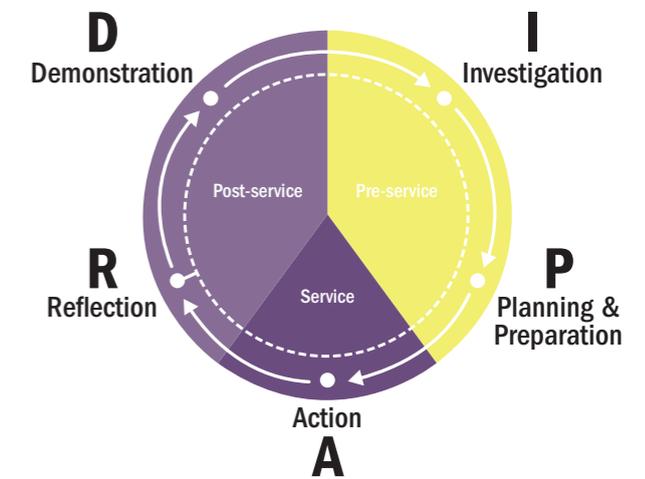
1. Know their leadership styles, strengths, and challenges (SEL Skills: Self-awareness + Self-management)
2. Understand how to develop S.M.A.R.T. goals (21st Century Skills: Learning + Innovation: Critical Thinking + Problem-Solving + Collaboration)

Materials

- Group norms, posted
- Animal photos, (pp. 53-59)
- Post-its or scrap paper and tape
- Project Folders
- Project Plan hand-outs (pg. 60)

SESSION 10

LEADERSHIP STYLES & GOALS-SETTING (INVESTIGATION)



Activity #1: Animal Leaders

Time: 15 minutes



If young people volunteered to help lead this warm-up activity last time, share the directions with them ahead of the session. Because this is a more involved activity, it may be best to have them in supporting roles.

Directions:

- Point out the seven different posted animal photos around the room (the cattle egret, Canadian geese, honey bees, dolphins, wolves, orcas, and hyenas)
- Note that there are a lot of creatures that survive on cooperation and teamwork. They stick together because they have to – it's critical to their survival. While team-building for humans might not be critical to survival, it is definitely crucial for success.
- Hand out post-its.
- Have the group write what they know about each animal, and post by the animal.

In general...



Cattle Egrets: The Cattle Egret is often seen perching on cattle or other grazing mammals. The egret eats parasites off of the cattle's body and warns about oncoming predators. Cattle shake up grass and dust, disturbing insects for the egret to eat.

Canadian Geese: The flying V formation is used by Canada Geese for migrating long distances. If the leader at the apex of the V gets tired or sick, another goose will take its place. This ability to rotate leadership shows how important it is, not only for leaders, but also for a whole team to watch out for each other.

Honey Bees: Bees are often considered shining examples of teamwork. A hive of honey bees can consist of up to 60,000 bees. Each bee has a specific job that contributes to the overall success of the hive.

Dolphins: Communication in the dolphin world is key to survival. From vocal calls to tail slapping, dolphins use multiple methods of communication to direct, lead, and protect each other.

Wolves: Wolves are known for traveling in tight-knit packs that have strict social rankings, forcing them to be expert communicators. Some scientists believe that wolves howl communally to help strengthen social bonds and camaraderie.

Orcas: Orcas are experts in working together to accomplish everything from hunting to teaching their young. Scientists have documented elder orcas nudging and coaxing the younger whales to test out hunting techniques.

Hyenas: Spotted Hyenas are pack animals with food on the brain and with brilliant problem-solving skills. As scavengers, they are resourceful.

- Then, have group review the animals' attributes, as a large group.
- Have participants decide which animal they are most like and why.
- Have them move to sit by that animal, then have them write on scrap paper:
 1. How does this sort of leader contribute to the team?
 2. What might make this sort of leadership challenging?
 3. What do you need from your other group members?

(This activity is adapted from Museum Hack: <https://museumhack.com/animal-team-building-tips/>)

Activity #2: Small Group/Large Group Sharing

Time: 20 minutes

Directions:

- Within their animal groups, have each member share their answers.
- Have small groups come to consensus over the attributes and challenges of their styles of leadership, plus what they need from others.
- Have animal groups choose one member to share out with the larger group the smaller group's consensus about their attributes.
- Have each group report out to the larger group.

Activity #3: SMART Goals

Time: 20 minutes

Directions: Hand out Project Plan forms (pg. 60).

- Have the project members gather with their groups.



Note: Feel free to skip the SMART goals lesson if this is something they know.

- Ask if anyone knows what the acronym “S.M.A.R.T.” means (specific, measurable, appropriate, relevant, and tangible), for example: “Post three messages to social media regarding mental health by October 20.”
- Ask each project team to come up with three goals for their project, each of which meets the S.M.A.R.T. criteria. Have them keep in mind the feedback from the group’s presentation.
- Remind the teams that whatever project action they take, it must be achievable in two hours.
- Have the groups fill out the Project Forms, working backwards from their S.M.A.R.T. goals to establish the steps required to get to their goals. (Tell them not to worry about the editing of the SMART goals yet.)

Activity #4: Reflection on Leadership Style

Time: 5 minutes

Directions:

Ask participants to answer on a post-it or scrap paper:

Given what you learned today about your style, what role will be best for you within your group?



Check to see if anyone is interested in leading the warm-up activity next session, and provide them with directions for the warm-up on page 61.



EGRETS



CANADIAN GEESE



HONEY BEES



DOLPHINS



WOLVES



ORCAS



HYENA

Project Plan

Youth Name: _____

Three **S.M.A.R.T. Goals** of Project _____.
(Name of Project)

Specific: include details about what you will do, who will help, and how you will do it.

Measurable: timeline for accomplishing goal

Appropriate: something that can be achieved within the timeframe.

Relevant: Does the action fit the goal?

Tangible: Will the results be able to be seen?

Goal #1: _____

Strong	Progressing	Needs Improvement	Suggested Edit

Goal #2: _____

Strong	Progressing	Needs Improvement	Suggested Edit

Goal #3: _____

Strong	Progressing	Needs Improvement	Suggested Edit

Learning Objectives

Participants will:

1. Understand how to draft, edit, and improve upon S.M.A.R.T. goals. (21st Century Skills: Learning + Innovation: Critical Thinking + Problem-Solving + Collaboration)

2. Know how their strengths fit a project role. (SEL Skills: Self-Awareness and Relationships)

Materials

- Group norms, posted
- Project Folders
- Timelines from Project Forms (with S.M.A.R.T. goals) pg. 64.
- Sticky dots in red, yellow, and green

SESSION 11

DETERMINING ROLES & ACTION-PLANNING (PLANNING & PREPARING)

Activity #1: The Winds of Change

Time: 10 minutes

(Thanks to AfterSchool Matters and the Mikva Challenge for this activity.)



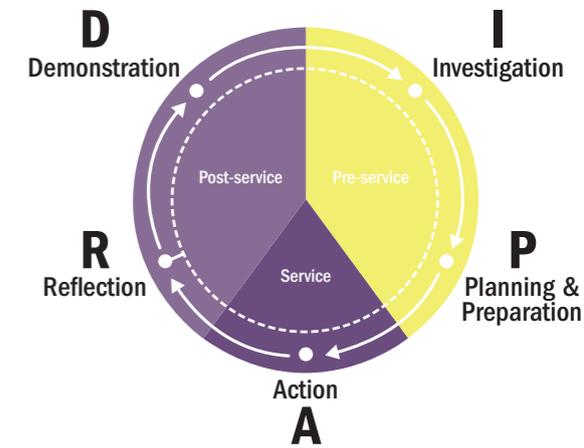
NOTE: If young people volunteered to lead this warm-up activity last time, share the directions with them ahead of the session.

Be sure that they know to:

- 1). Introduce themselves.
- 2). Give the name of the game
- 3). Give directions, modeling the actions to the extent possible.
- 4). Ask if anyone has questions.

Directions:

- Gather group in a circle.
- Have the facilitator get into the middle of the circle. The facilitator says, “The winds of change are blowing for anyone who ...” and ends the sentence with something that is true for them. For example,



“The winds of change are blowing for anyone who rode their bike here today.” Anyone who rode their bike must then leave their place in the circle and find another -- previously occupied -- place to stand.

- The person in the middle moves to a space in the circle vacated by someone else who rode their bike.
- This will leave someone “out” and who becomes the person in the middle of the circle. Thinking of the next qualifier, the person says, “The winds of change are blowing for anyone who...”
- If someone says something that is only true about them, and no one else moves, everyone claps and says, “You’re unique!”

Activity #2: S.M.A.R.T. Goal Review



Feel free to skip this step if you think your groups understand the SMART approach to writing effective goals.

Time: 15 minutes

Directions:

Make sure that all Project Plans (pg. 60), with their S.M.A.R.T. goals listed, are available.

- Distribute a strip of **red, yellow, and green sticky dots** to each group.
- Have groups swap plans, so that each group is reviewing another group’s smart goals.

- Ask the review teams to use their dots to assess the other project’s goals:

GREEN: S.M.A.R.T. goal is good to go!

YELLOW: S.M.A.R.T. goal needs work. (Review groups offer suggestions.)

RED: S.M.A.R.T. goal needs overhaul. (Review group asks questions and offers suggestions)

Have review groups return sheets to original project groups, then provide time for S.M.A.R.T. goal revisions.

Activity #3: Backwards Planning of Timeline and Roles (Large Group Example)

Time: 15 minutes

Directions:

- Share the **Timeline for ACTION hand-out** (pg. 64).
- Point out that the ACTION itself is supposed to take three sessions, of no more than three hours total.



Your program may have dedicated more time to the action. This stage is flexible!

- Begin by modeling this timeline development as a large group -- and guide the smaller groups through a backwards planning activity.

- For example: Tell the group that the S.M.A.R.T. goal is having a story time with younger students, reading children’s books to inspire action.
- Back-plan as a large group, asking questions like:
 - When do we need to have this accomplished?
 - What do we have to do to get to this goal?
 - Will it require additional money and/or supplies?
 - If yes, how will we secure them?
 - Are there any potential partners who could support the supplies needs?
 - Who do we need to reach out to for the story time itself?
 - Who is willing to do that?
 - Are there any other considerations you can think of?

Activity #4: Backwards Planning (Small Group Work)

Time: 15 minutes

Directions:

- Have participants break into their project groups.
- Using their timeline, have them back-plan to reach the goal(s) they want to address.
- Remind them that some of the work may need to happen outside of the sessions.
- Recommend that any outreach for supplies or budgetary support should happen as soon as possible.
- Circulate among the groups to help problem-solve.

Activity #5: Exit Ticket Reflection

Time: 5 minutes

Directions:

Ask participants to answer the following question on a post-it:

“What is your role in the group?

What do you need help with?”



NOTE: Check to see if anyone is interested in leading the warm-up activity next session, and provide them with directions for the warm-up on page 76.

TIMELINE for ACTION

Youth Name: _____

Session One Goal:

Action Step	Person Responsible	Supplies Needed	Deadline	Status

Session Two Goal:

Action Step	Person Responsible	Supplies Needed	Deadline	Status

Session Three Goal:

Action Step	Person Responsible	Supplies Needed	Deadline	Status

Learning Objectives

Participants will be able to:

1. “Cold call” a new prospective partner, explain the project. (SEL Skill: Self-management + 21st Century Skill: Learning + Innovation: Communication)

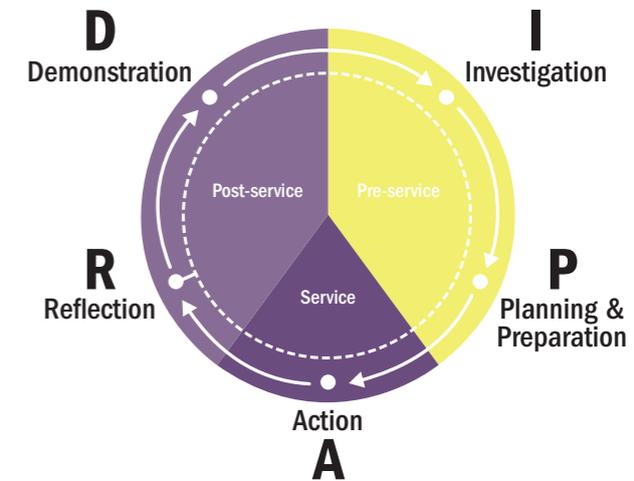
2. Contribute to the group game. (SEL Skills: social awareness + relationship-building)

Materials

- Group norms, posted
- Pairings list (pg. 68), cut up
- Project Folders
- Timeline for ACTION (pg. 64)
- Cold call forms (pg. 69)
- Talking stick object

SESSION 12

IMPLEMENTING TIMELINE STEPS & CONTACTING PARTNERS (PLANNING & PREPARING)



Activity #1: Salt and Pepper

Time: 10 minutes



NOTE: If young people volunteered to lead this warm-up activity last time, share the directions with them ahead of the session.

Be sure that they know to:

- 1). Introduce themselves.*
- 2). Give the name of the game*
- 3). Give directions, modeling the actions to the extent possible.*
- 4). Ask if anyone has questions.*

Directions:

- Stick one post-it of the pairings on the back of each person, making sure that they haven't seen the paper.
- Everyone asks “yes” or “no” questions of each other in order to find out what word they have taped to their backs. Once they've figured out the answers, have them find their partners.



Activity #2: Role-Modeling Outreach

Time: 20 minutes

Directions

Have everyone grab their project folders and get into their project groups. Share with them the script for information calls/emails from page 69.

Let the group know that an essential part of community action is being able to reach out to people you don't know. This activity will help build courage for those actions.

Start with an explanation of the 5Ws+1H (good journalist questions that cover the minimum areas needed when information-gathering: who, what, why, when, where, what and how?)

- WHO (are you)? Introduce yourself! (*"My name is _____ and I'm calling from _____."*)
- WHAT are you asking for? (*"I'm wondering if you might have 5-10 minutes to help me answer a question about your work?"*)
- WHY (*"My question is:....."*)
- WHEN and HOW (*"That makes me wonder....."*)
- THANKS! (*"Thank you so much for your time! It will help inform what we do in the community."*)

Ask for two volunteers to role-play, using the scenario outlined and a group's S.M.A.R.T. goal to give context to the call.

Have the other group members listen actively, sharing after the role-play what went well, what was clear, and areas where additional clarity might be needed.

Ask the large group what the advantages are of phone-calling versus emailing (immediate feedback or the opportunity to leave a personal message, versus email which is easier to ignore, but creates a paper trail).

Ask if texting a prospective community partner is o.k. on first outreach. (It's not!)

Activity #3: Implementing an Action Plan

Time: 20 minutes

Directions:

- Be sure that everyone has their **Timelines for Action** (pg. 64).
- At this point, the projects are at their most individualized. The optimal facilitation is circulating to help groups problem-solve.



Youth leadership should be the norm, so it's best to problem-solve by posing questions that help young people come to their own answers and strategies.

- Remind participants that these are small-scale actions, so that they shouldn't worry where they are in the process. They have the remainder of this session, plus the next two sessions to implement their actions. Assure them that preparation and planning can also be a form of action-taking.

Activity #4: Circle Reflection

Time: 10 minutes

Directions:

Gather participants in a circle, with the talking stick ready.

Pose the question to the group:

“So, what are the hardest parts about this stage in the process?”

Remind people that they can pass on one question in the reflection circle.

Ask:

“What help can others in the group provide?”

Thank them for participating, and remind them that for the next two sessions, all groups will pursue their actions.



NOTE: Check to see if anyone is interested in leading the warm-up activity next session, and provide them with directions for the warm-up on page 71.

CAT	MOUSE
YING	YANG
PEANUT BUTTER	JELLY
TENNIS RACKET	TENNIS BALL
MICKEY MOUSE	MINNIE MOUSE
SUNRISE	SUNSET

BLACK	WHITE
TINY	HUGE
MAC	N CHEESE
MOUNTAINS	VALLEYS
FORWARD	BACKWARD
IN	OUT

Script for Community Resource Calls/Emails

(WHO)

Hello, my name is and I'm calling from
(program name)_____

(WHAT)

I'm wondering if you might have 5-10 minutes
to help me answer a question about your work?

We are doing research on community needs related to
_____, and you have been identified as a
good source.

(WHY)

My question is:.....

THANK

YOU so much for your time! It will help inform what
we do in the community.

(WHEN & HOW)

That makes me wonder.....

Learning Objectives

Participants will be able to:

1. Implement their action plans, working both collectively and independently. (SEL Skills: self-management, social awareness + relationship-building)

2. Problem-solve with group members to achieve S.M.A.R.T. goals (21st Century Skills: Learning + Innovation: Critical Thinking + Problem-Solving + Collaboration)

Materials

- Group Norms, posted
- Project Folders
- Supplies required for small group actions
- Small ball or tossable object

SESSION 13

TAKING ACTION I (ACTION)

Activity #1: Collective Clapping

Time: 10 minutes



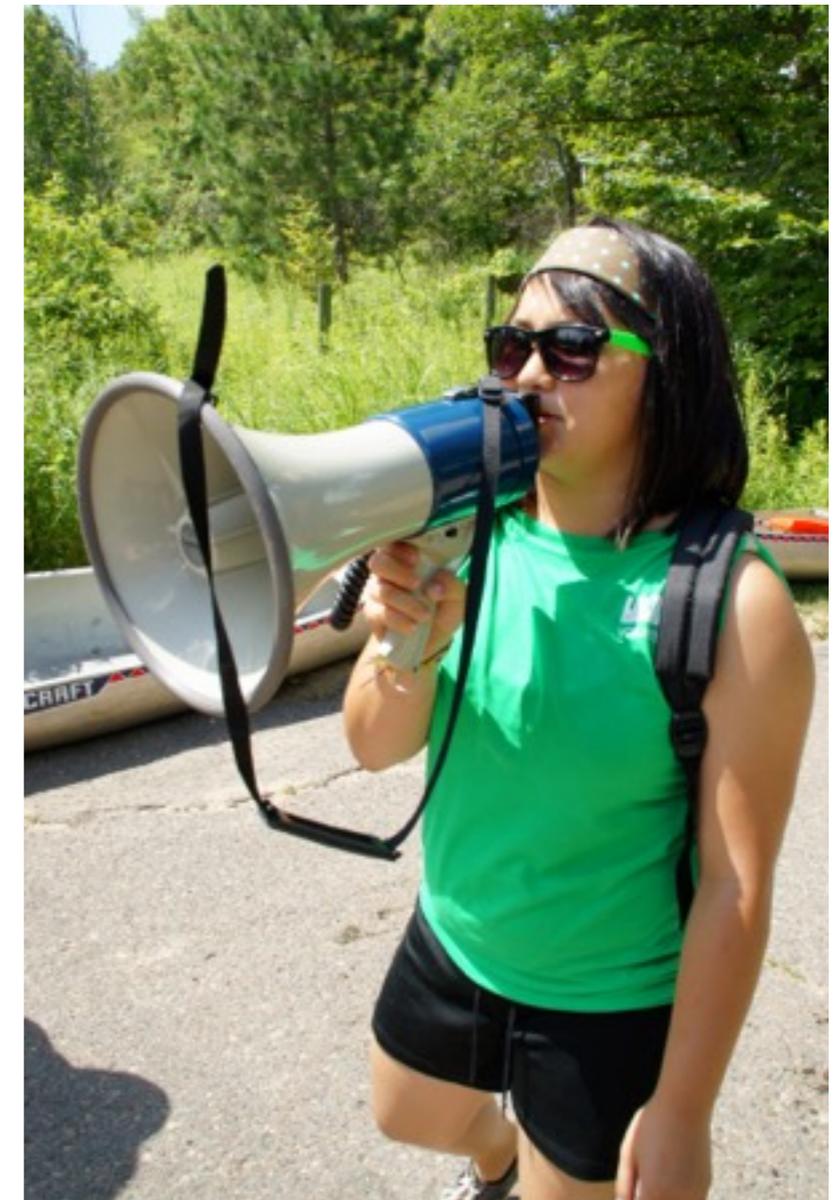
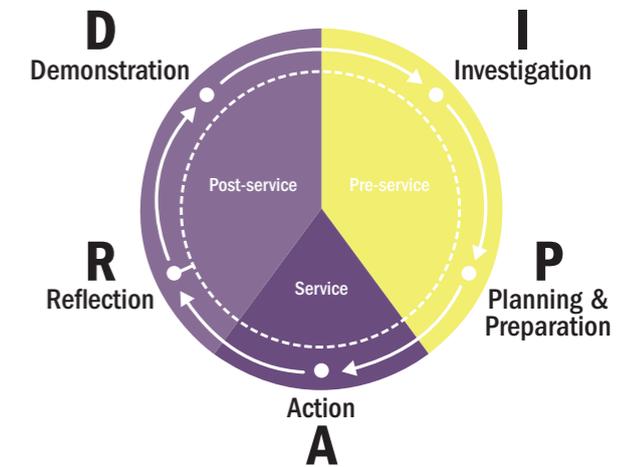
NOTE: If young people volunteered to lead this warm-up activity last time, share the directions with them ahead of the session.

Be sure that they know to:

- 1). Introduce themselves.*
- 2). Give the name of the game*
- 3). Give directions, modeling the actions to the extent possible.*
- 4). Ask if anyone has questions.*

Directions:

- Have participants sit or stand in a circle.
- They send a clap around the circle by facing and clapping in unison with the person on their right, who pivots and repeats the clap with the person on their right, around the circle.
- Do this as quickly as possible.
- Send as many claps, around the circle as possible, using different rhythms, at the same time.



Activity #2: Group Action

Time: 45 minutes

Directions:

- Quickly get people into their **project teams**.
- Remind them that this is one of two days within which they will be taking action on their project ideas, related to their **S.M.A.R.T. goals**.
- While each of these projects will look quite different, assure the groups that you will be available to them, and that they and their peers have problem-solving skills.
- For those going outside the space to perform their service, remind them to work as a team, and to thank anyone with whom they interact.
- Finally, share with the participants that they should be keeping **artifacts of their project** for later public sharing (demonstration) of their work. These artifacts can range from video recordings and/or notes from interviews, to sketches of ideas.
- Make sure that all groups know the time they need to return.

Activity #3: Circle of Thanks

Time: 5 minutes

Directions:

- Gather participants in a circle.
- Have a tennis ball, or other small object that can be tossed.
- Ask that everyone share something they're grateful for that happened this session, small or large. (It can be as simple as an answered email or loaned pen, or as significant as a chat with a site administrator.)
- Remind everyone that they will need to be wrapping up their actions during the next session, aiming to achieve their S.M.A.R.T. goals.



Check to see if anyone is interested in leading the warm-up activity next session, and provide them with directions for the warm-up on page 72.

Learning Objectives

Participants will be able to:

1. Implement their action plans, working both collectively and independently. (SEL Skills: self-management, social awareness + relationship-building)

2. Problem-solve with group members to achieve S.M.A.R.T. goals (21st Century Skills: Learning + Innovation: Critical Thinking + Problem-Solving + Collaboration)

Materials

- Group Norms, posted
- Project Folders
- Supplies required for small group actions

SESSION 14

TAKING ACTION II (ACTION)

Activity #1: Birthday Line-Up

Time: 10 minutes



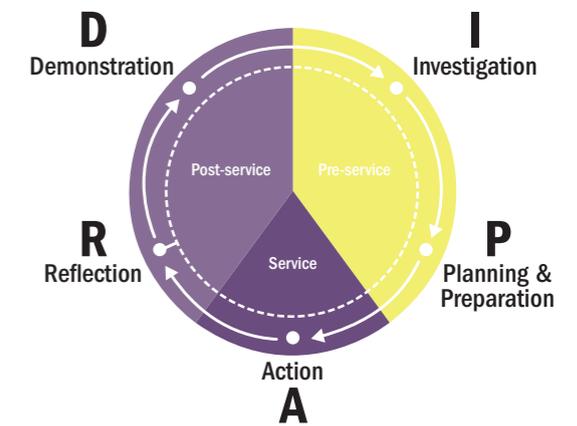
If young people volunteered to lead this warm-up activity last time, share the directions with them ahead of the session.

Be sure that they know to:

- 1). Introduce themselves.*
- 2). Give the name of the game*
- 3). Give directions, modeling the actions to the extent possible.*
- 4). Ask if anyone has questions.*

Directions:

- Have everyone stand up.
- Tell them that they must be silent during this activity.
- Have them line up in chronological order, from youngest to oldest, without talking.



Activity #2: Group Action

Time: 45 minutes

Directions:

- Quickly get people into their project teams.
- Remind them that this is the second of two days within which they will be taking action on their project ideas, related to their S.M.A.R.T. goals.



Feel free to expand the “action” phase of the service-learning experience if you have the time to do so!

- While each of these projects will look quite different, assure the groups that you will be available to them, and that they and their peers have problem-solving skills by this point in the program.
- For those going outside the space to perform their service, remind them to be on their best behavior, and to thank anyone with whom they interact for their time.
- Finally, share with the participants that they should be keeping artifacts of their project for later public sharing (demonstration) of their work. These artifacts can range from video recordings or notes from interviews to sketches of ideas.
- Make sure that all groups know the time they need to return.

Activity #3: Reflection Exit Ticket

Time: 5 minutes

Ask:

“Are the group norms continuing to hold? Are any adjustments needed to how we hold one another accountable at this late stage of the project?”



Check to see if anyone is interested in leading the warm-up activity next session, and provide them with directions for the warm-up on page 75.

Learning Objectives

Participants will be able to:

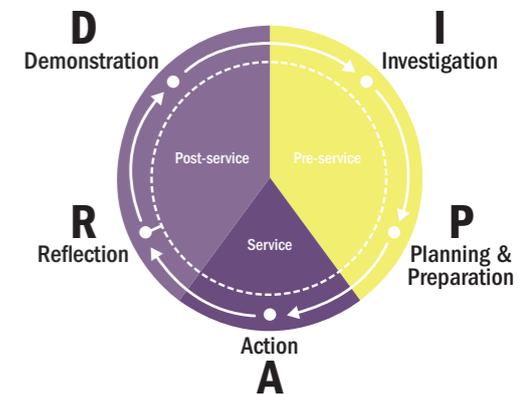
1. Interact productively in a group game. (SEL Skills: social awareness, self-management, and relationship-building)
2. Analyze their service-learning experiences. (21st Century Skills: Learning + Innovation: Critical Thinking, Creativity, Collaboration)
3. Identify the United Nations' Sustainable Development Goal their project addresses. (21st Century Skills: Learning + Innovation: Critical Thinking, Creativity)

Materials

- Group Norms, posted
- Project folders
- Project artifacts
- Poster board
- Markers
- Glue sticks
- Other art supplies, as available
- Print-outs of United Nations Sustainable Development Goals (pg. 78)

SESSION 15

DEMONSTRATION-PLANNING (REFLECTION)



Activity #1: Duck and Cover

Time: 10 minutes



If young people volunteered to lead this warm-up activity last time, share the directions with them ahead of the session.

Be sure that they know to:

- 1). Introduce themselves.
- 2). Give the name of the game.
- 3). Give directions, modeling the actions to the extent possible.
- 4). Ask if anyone has questions.

Directions: The goal of this activity is to refresh names. Even for those who know each other well, it can be hard to come up with names if energy is low.

- Have all participants get in a circle.
- Stand in the middle and spin around with eyes closed, then point.
- The person pointed to crouches down, while the people on either side of the “ducker” says each other’s names as quickly as possible.
- The person who responds more slowly moves to the middle of the circle.



- Continue until all people have had a turn to be in the middle of the circle.

Activity #2: Reflection Circles

Time: 15 minutes

Directions:

Group participants by related or similar actions. (For example, if more than one group wrote advocacy letters and/or letters to the editor, group them. If others took action off-site, group them, etc.)

Pose questions, asking that they first discuss among their small groups, then share with the larger group:

1. What was a **high point** of your action experience?
(Then do a large group sharing, answering the question.)
2. What was a **low point**, and how did you problem-solve it?
(Then do a large group sharing, answering the question.)
3. What is the **biggest lesson** you learned from your action taken?
(Then do a large group sharing, answering the question.)

Activity #3: Demonstration Planning

Time: 30 minutes

Directions:

Tell the group that the next step is to demonstrate what they have learned with a larger audience.

Suggest that the groups structure their demonstrations of learning around three questions:

1. **WHAT?** (What was the issue? Why was it important to you?)
2. **SO, WHAT?** (So what did you do about it? How did you take action? What did you learn?)
3. **NOW WHAT?** (What are the next steps? Who should/might lead now? How can others help?)

These demonstrations of learning might take the shape of putting together a Taking Action Fair (much like a science fair, with poster boards that illustrate their experiences) -- or young people may want to take another action that shares their learning with a larger audience. In any case, the goal is to inspire others to take related actions on their passions and the backwards planning and timelines related to the service-learning projects can be repurposed for this culminating activity -- depending on the number of sessions remaining in the program.

If a Taking Action Fair fits, community members, site staff, and participants in other afterschool programs could be invited and (ideally) the Fair could remain up for a week, so that others could also view their actions. Peer groups (participants in the program) also could have the opportunity to learn about their peers' actions.

To implement the Fair idea ask participants to help design and distribute invitations. Have them develop a small flier that can be posted around the site, and shared with administrators, listing the time, date, and focus of the Taking Action Fair.

Activity #4: Linking Globally

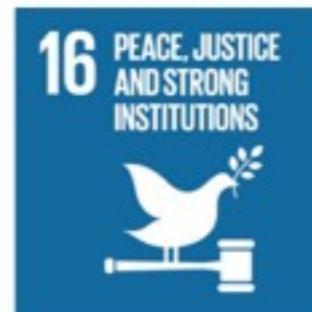
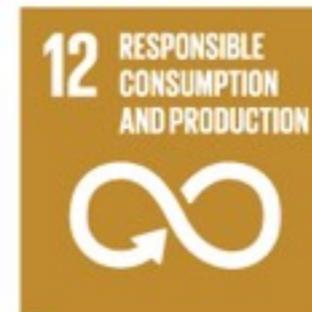
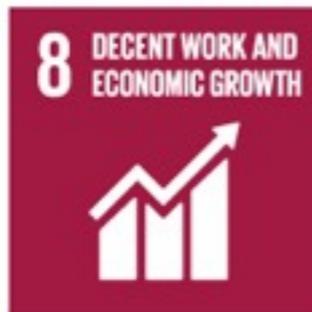
Time: 5 minutes

Directions:

- Share the print-outs of the United Nations 17 Sustainable Development Goals (pg 78).
- Ask participants to circle the goal they think their project addresses.
- Tell them that the group will come back to this list in the next couple of sessions.

THE GLOBAL GOALS

For Sustainable Development



Learning Objectives

Participants will be able to:

1. Explain the goals of their projects to new audiences, adapting the messages as needed. (21st Century Skills: Learning + Innovation: Communication)

2. Productively and creatively contribute to group work (SEL Skills: self-management and social awareness)

3. Identify the United Nation's Sustainable Development Goal their project addresses. (21st Century Skills: Learning + Innovation: Critical Thinking, Creativity)

Materials

- Group Norms, posted
- Demonstration boards
- Sustainable Development Goals, (pg. 88) cut up into squares
- Tape, glue sticks
- Tables to display poster boards
- Post-its

SESSION 16

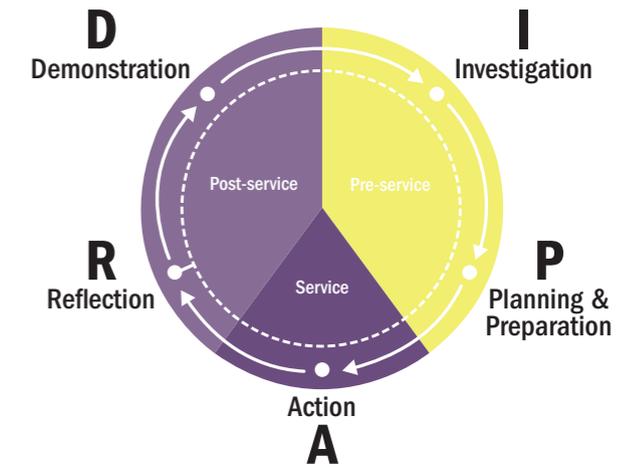
PRESENTATIONS (DEMONSTRATION)

Activity #1: The SDGs and Me

Time: 15 minutes

Directions:

- Have the 17 Sustainable Development Goal areas cut up into small squares.
- Ask that everyone come and get a copy of the one that relates to their project.
- Then have people with the same SDGs gather and share why they care about that issue -- and ask if they can make connections with their projects to other SDG areas.



THE GLOBAL GOALS For Sustainable Development





Please note that the Action Fair is just one of many options to demonstrate learning. Participants may choose to do a podcast, make a video, write an op/ed, etc. Here, we details the steps for the Fair because it is one of the best ways to involve both the local program site and broader community.

Activity #2: Set-up for Taking Action Fair

Time: 15 minutes

Directions:

Have participants get into their small groups and gather all their artifacts and poster boards that help them tell their stories of action.

- Make sure that all groups affix their Sustainable Development Goal to their poster boards.
- Have them prepare for their presentations by deciding who answers which questions.
- Ask for at least two youth volunteers to welcome participants at the door, and thank them for their interest.
- Be sure that all participants thank the visitors for their interest.

Activity #3: Hosting Taking Action Fair

Time: 25 minutes

Directions:

- Have young person welcome visitors.
- If outside visitors are unable to come, host the fair for each other, touring half the exhibits with half the participants, then rotating.
- Develop a system for tracking visitors if the Fair has to happen asynchronously.

Activity #4: Reflection/Exit Ticket

Time: 5 minutes

Directions:

Distribute post-its and ask participants to answer the following questions:

What went well today?

Why do you think that was a personal highpoint for you?



Check to see if anyone is interested in leading the warm-up activity next session, and provide them with directions on page 81.

Learning Objectives

Participants will be able to:

1. Accurately assess skills gained. (SEL Skill: self-awareness)
2. Make connections from local actions to global causes. (21st Century Skills: Learning + Innovation: Creativity + Critical Thinking)

Materials

- Group norms, posted
- Pre/post-survey (pg. 21) duplicated
- Access to the internet and a way to project a video
- 3 sheets of chart paper, each one with a header of “What?” “So what?” or “Now what?”
- Colorful markers

SESSION 17

FINAL REFLECTION

Activity #1: Question Game

Time: 15 minutes



If young people volunteered to lead this warm-up activity last time, share the directions with them ahead of the session.

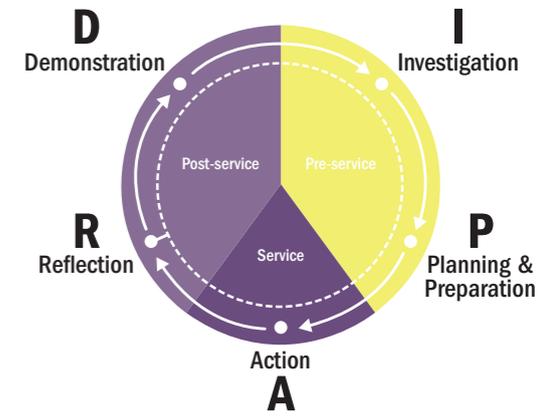
Be sure that they know to:

- 1). *Introduce themselves.*
- 2). *Give the name of the game*
- 3). *Give directions, modeling the actions to the extent possible.*
- 4). *Ask if anyone has questions.*

Directions:

Have all participants stand in a circle. Tell them that this program has been designed to inspire more and better questions in everyone, so that’s the reason they’re ending with this game.

The rules of the game are that:



1. One person asks a questions of someone next to them. That person doesn't answer; they ask someone next to them a question. (In other words, you can only answer questions with more questions -- and the questions don't need to be related.)
2. You can't just laugh. That disqualifies you and you are out of the circle and have to sit down.
3. You can't repeat the same question you were just asked.
4. You have to pose the next question immediately.

This is a process of the elimination and the last person standing, has the most inquisitive mind!

Activity #2: Post-Survey

Time: 15 minutes

Directions:

- Have copies available of the post-survey (which is the same as the pre-survey on page 21). Assure the participants that there are no right or wrong answers.



If you've done this as a Google survey, be sure to repeat the process so that you can discern the growth among the participants.

- Let them know that this is a self-assessment of where a participant thinks they grew through the experience.
- Be available to answer questions during the post-survey.

Activity #3: Chalk Talk Reflection



Note that reflection technically happens throughout the service-learning process, as participants reflect in circles and with exit tickets about their progress and problem-solve along the way.

Time: 15 minutes

Directions:

- Mount three pieces of chart paper and place colored markers nearby. On one, write "What?", on the next, " So, What?", and the third "Now, What?" The point of this activity is to reflect on WHAT happened, SO WHAT were the results, and NOW WHAT should we do? (i.e. What next steps come to mind?)
- Explain that Chalk Talk is a completely silent activity, participants express themselves by writing or drawing about the topic on the chart paper. If they want to comment (or draw) about what others have written/drawn, they do so on the chart paper.
- Once explained, step back and let participants get to work.
- Participants write and draw on the chart paper as they feel moved. Keep in mind that long silences are natural and often followed by bursts of activity. Interact by circling interesting ideas, writing questions, adding personal reflections, connect two interesting comments, adding a question mark to a comment. If writing stops for more than five minutes, it may be time to stop.
- Debrief by asking:

What did you notice?

What did you build on from other's comments?

What new insights did you gain?

- Record any new understandings of who Malala is in the “L” column.
- Discuss ways that the young people can continue their work, by linking to the SDGs and other efforts.
- Consider taking a group photo or making a group poster of commitments to what they want to do next!

Activity #4: Going Global

Time: 15 minutes

Directions:

Draw 3 columns on a whiteboard or large sheet of paper, labeled “K”, “W”, and “L”.

- Ask who knows who Malala is? Record the answers in the “K” column. (Malala Yousafzai is the youngest Nobel Peace Prize laureate, who won the prize at 17 for her work to improve girls’ access to education in Pakistan).
- Given what the youth participants know, ask what they wonder about her and record those questions under “W”.
- Also ask if they know what the United Nations is? (an intergovernmental organization that promotes international cooperation)
- Remind the group that they identified their projects by a Sustainable Development Goals category.
- Share [Malala Yousafzai’s introduction to the United Nations’ Sustainable Development Goals](#), (= 6.5 minutes) and the importance of youth involvement.

Additional RESOURCES

- **National Youth Leadership Council:** Many more resources supporting service-learning in- and out-of-school are available, in addition to access to free webinars and special events. Become a member of the Service-Learning Network, and check out the *Engage* series of three handbooks, specific to service-learning in afterschool time.
<https://www.nylc.org/>
- **Teach SDGs:** This organization helps educators become certified to teach the United Nation's Sustainable Development Goals and supports those who offer free resources to do so. <http://www.teachsdgs.org/>
- **Worlds Largest Lesson:** A project of UNICEF and a broad range of partners, this website offers K-12 lesson plans rooted in the United Nation's 17 Sustainable Development Goals.
<https://worldslargestlesson.globalgoals.org>

