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# Taking Informed Action

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Embracing Service-Learning and Civic Engagement  
to Solve Real-World Problems

*Utilizing the College, Career, and Civic Life (C3) Framework  
for Social Studies State Standards*





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# Welcome to Taking Informed Action!

Utilizing the College, Career, and Civic Life (C3) Framework for Social Studies State Standards, this service-learning instructional unit engages students in civic engagement to solve real-world problems. Students address public problems individually and collaboratively in order to maintain, strengthen, and improve their communities. Civic virtue and principles of democracy guide civic engagement in discussing issues and making informed choices and judgments with civility, respect, and fairness toward the goal of the common good.

Students analyze issues in their school or community, or on national and even international levels, in order to identify problems posed by the issues, explore why they are problems, and build plans to actively engage in addressing the problems. Students then develop proposals to promote their plans to fellow students, teachers, parents, and school administration. Once their proposals have been accepted, students will design procedures to implement the plans, and then execute the service-learning project, evaluate its effectiveness, and publicize the results.





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## Overview

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Based on the College, Career, and Civic Life (C3) Framework for Social Studies State Standards, this comprehensive unit engages students working in teams to develop and execute a service-learning project that will deepen academic content knowledge, develop important civic skills and dispositions, and meet a “real” need in their community.

*Taking Informed Action* provides different levels of instruction through its various learning opportunities. You may adjust the level of difficulty as best fits your students. Opportunities exist for selecting activities for special needs students that utilize their strengths and allow them to succeed. It is suggested that teachers work with the Resource Specialist teacher, Gifted and Talented teacher, or other specialist to coordinate instruction.

Students will be evaluated through several means including observation, work handed in, peer review, and self-evaluation.

The amount of time it takes to complete the unit will vary. The following are estimates of the time needed to complete the activities:

- Activity 1: 1–2 class periods
- Activity 2: 2–3 class periods (Time will vary depending on access to information.)
- Activity 3: 1–2 class periods
- Activity 4: 3–4 class periods (Time will vary depending on how long it takes to create and execute the service-learning project.)



### **Teaching tip**

Review the instructions and student handouts for each activity. These activities don’t need to be completed in continuous days. Estimate the time you’ll need for in-class work and how you will schedule class days to complete the activities.



## Introduction to the C3 Framework and Its Application to Service-Learning

The College, Career, and Civic Life (C3) Framework for Social Studies State Standards, published by the National Council for the Social Studies on September 17, 2013, was intentionally designed to prepare young people to become knowledgeable, critical thinkers and problem solvers as actively engaged citizens in the twenty-first century. The Four Dimensions lead students through an inquiry-based approach that propels them to ask meaningful questions, to investigate complex ideas and events—past and present—to critically evaluate multiple sources of evidence that support diverse perspectives, and finally, to communicate conclusions and take informed action to apply their knowledge in real-world settings.

The subject-matter content of social studies provides a powerful context for the use and development of these critical skills for effective citizenship. The study of civics, economics, geography, history, psychology, anthropology, and sociology through an inquiry-based approach offers a meaningful context for students to acquire content knowledge and sets the stage for students to thoughtfully investigate information, concepts, and ideas when seeking solutions to problems throughout their lives. These educational constructs are also the goals of the Common Core State Standards for English Language Arts. The need to acquire and practice reading, writing, listening, and speaking skills to understand complex informational texts and communicate conclusions using academic vocabulary supported by evidence is fundamental for student success in college, the workplace, and civic life.

Service-learning, when used effectively, is a powerful approach for building important literacy and civic skills to prepare students for college, career, and civic life. Applying academic content knowledge and civic skills to solve real-world problems provides a meaningful context for students to apply what they learn to issues that matter to them. Service-learning is identified as one of the “six proven practices” in the *Guardian of Democracy: The Civic Mission of Schools* because of its potential to boost academic and civic outcomes for students, particularly when they engage in democratic practices that pursue political/policy responses to serious public issues.

### ***Service-Learning and Community Service—What Is the Difference? \****

The two terms are often used interchangeably, but there is a difference. Community service refers to a project performed by students to help organizations, individuals, schools, and communities better their programs

#### **Teaching tip**

If your students are unfamiliar with service-learning, share this information with them. You might also consider sharing with colleagues and school administrators.



\* Roxanne Turner, “What Is the Difference between Community Service and Service-learning?” Michigan State University Extension, last modified February 24, 2012, [http://msue.anr.msu.edu/news/what\\_is\\_the\\_difference\\_between\\_community\\_service\\_and\\_service\\_learning](http://msue.anr.msu.edu/news/what_is_the_difference_between_community_service_and_service_learning).

or lives in some way. The emphasis is on the work performed and the service provided, with students learning empathy, charity, and other life skills as secondary.

Service-learning is also designed to meet these goals but with the added dimension of acquiring and applying academic content knowledge, civic skills, and dispositions. Organizing a food drive, painting community murals, volunteering in a homeless shelter, and other community service projects may certainly benefit the community but often have limited, short-term effects. When students approach the problem of homelessness through a service-learning approach, they investigate the causes of homelessness; study the social, economic, and political impact of homelessness; analyze the effectiveness of public policies to address the problem; and finally, work with government officials to develop a policy to solve or mitigate the problem of homelessness in the long term.

### ***The Important Role Service-Learning Plays in School***

Schools with service-learning programs report that students receive an invaluable learning experience outside the normal classroom setting. Through service-learning, students have an opportunity to explore a variety of career opportunities before leaving high school. They generate positive school-community relations and have an opportunity to strengthen their ties to the community as they experience the benefits of helping people.

Research also points to the positive impact of service-learning on both academic outcomes and civic outcomes. Students who participate in high-quality service-learning have been shown to make significantly greater gains in academic achievement and in civic knowledge, skills, dispositions, and engagement than nonparticipating students.

Participating in service-learning helps people fulfill the social contract of a democracy and practice civic virtues of honesty, mutual respect, cooperation, and openness to others' opinions and new ideas. \*

\* Kimberly Spring, Robert Grimm Jr., and Nathan Dietz, *Community Service and Service-Learning in America's Schools* (Washington, DC: Corporation for National and Community Service, 2008). [http://www.nationalservice.gov/pdf/08\\_1112\\_Isa\\_prevalence.pdf](http://www.nationalservice.gov/pdf/08_1112_Isa_prevalence.pdf).

By participating in *Taking Informed Action*, students will accomplish the following:

- Knowledge (students will gain an understanding of . . . )
  - Various issues in their community that they can address
  - The political, economic, geographic, and historic implications and influences on the issue
  - Various perspectives on these influences and the different conclusions drawn by these perspectives
  - Actions or activities needed to address local, national, or international issues
  - The importance of public service and doing for others
- Skills
  - Acquire necessary skills for college, career, and civic life
  - Develop questions to examine and eventually address the issue
  - Investigate the issue from several perspectives—political, economic, geographic, and historic
  - Analyze and evaluate multiple sources of information to arrive at well-reasoned conclusions supported by evidence
  - Design a service-learning project that addresses issues and the intended outcomes
  - Promote a service-learning project to a target audience
  - Formulate a service-learning plan and execute the project
  - Manage a service-learning project to completion
  - Evaluate the effectiveness of a service-learning project
- Attitudes
  - Gain an appreciation for problematic issues within the community, nation, or world
  - Acquire a desire to build an effective service-learning project
  - Develop confidence in planning and carrying out a group project
  - Gain empathy for less fortunate individuals or conditions within a community
  - Develop positive relations with a local community
  - Acquire personal satisfaction in helping others

## Standards

### C3 Framework for Social Studies State Standards\*

The design of the unit is aligned to the Four Dimensions of the College, Career, and Civic Life (C3) Framework for Social Studies State Standards:

1. Developing questions and planning inquiries
2. Applying disciplinary concepts and tools
3. Evaluating sources and using evidence
4. Communicating conclusions and taking informed action

Alignment with these standards is indicated throughout the unit with headings that state “Alignment of Indicators from the C3 Framework.”

### Common Core State Standards\*\*

#### *Literacy in History/Social Studies*

**RH.6-8.1** Cite specific textual evidence to support analysis of primary and secondary sources.

**RH.6-8.2** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

**RH.6-8.8** Distinguish among fact, opinion, and reasoned judgment in a text.

**RH.6-8.9** Analyze the relationship between a primary and secondary source on the same topic.

**RH.9-10.1** Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

**RH.9-10.2** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.



#### **Teaching tip**

If unfamiliar with the C3 Framework, review the C3 Framework for Social Studies State Standards found at <http://www.socialstudies.org/c3>.

\* C3 Framework for Social Studies State Standards, <http://www.socialstudies.org/c3>.

\*\* Common Core State Standards, <http://www.corestandards.org>.

**RH.9-10.8** Assess the extent to which the reasoning and evidence in a text support the author's claims.

**RH.9-10.9** Compare and contrast treatments of the same topic in several primary and secondary sources.

**RH.11-12.1** Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

**RH.11-12.2** Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

**RH.11-12.8** Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

**RH.11-12.9** Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

### ***English Language Arts Standards***

#### Reading: Informational Text

**RI.7.6** Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

**RI.8.6** Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

**RI.9-10.6** Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

**RI.11-12.6** Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

**RI.9-10.7** Analyze various accounts of a subject told in different mediums (e.g., a personal life story in both print and multimedia), determining which details are emphasized in each account.

**RI.11-12.7** Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

## Writing

**W.7-8.1** Write arguments to support claims with clear reasons and relevant evidence.

**W.9-12.1** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

**W.7-8.2** Write informative/explanatory texts to examine and convey ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

**W.9-12.2** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

## Speaking and Listening

**SL.7.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 7 and 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

**SL.9-12.1** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

**SL.7.4** Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

**SL.8.4** Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

**SL.9-10.4** Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

**SL.11-12.4** Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

**SL.7.5** Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

**SL.8.5** Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

**SL.9-12.5** Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

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## ● Setup Directions ●

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### **Before You Begin**

- Become familiar with the importance of service-learning and the knowledge, skills, and attitudes students will acquire in this unit.
- Review the Lesson Procedure and the details of each activity.
- Review the student handouts, becoming familiar with when they are distributed to students during the unit.
- Note that one of the main goals of Taking Informed Action is to give students the opportunity to work independently on a class project and to learn to manage their project. This might become a concern depending on your students' level of readiness for an independent activity and your own teaching style and comfort level. Built into the lesson procedure are several check points to help students manage their activities and project and help you oversee their management.



# Lesson Plans—Getting Started

## Activity 1

### Dimension 1, Developing Questions and Planning Inquiries

Students develop questions and plan inquiries surrounding a problem in their community.

#### Teaching tip

Asking students to speak openly about issues that might personally affect them can be intimidating. It's a good idea to set some ground rules before starting this activity and talk about students' privacy and emphasizing that it's not individual identities that are important but identifying the issues of concern.



1. In the full class, ask students to brainstorm several issues at school, in the neighborhood, or in the community that they feel could be addressed through a service-learning project by addressing this **compelling question**: What can be done in our community to make life better for ourselves and others? Ideas can also be generated for national and international issues that have a local relationship.

Ideas can come from personal knowledge or stories they've found in the local newspaper or news media. You also might want to gather articles from media sources or documentaries about the issues students have identified to provide them with further knowledge. Some examples of issues might be the problem of invasive plants, hunger and homelessness, understanding differences in people, veterans returning from combat, child or adult illiteracy, and food shortages. You can also check the Service-Learning Examples in the Resources section for a list of service-learning projects appropriate for middle and high school students to give you some ideas of issues students could address. After students have had some time to review the information, have them create a priority list of the issues they believe are most important. Pose the following **supporting questions** to guide their discussions:

- How are people affected by any of these issues or problems?
  - How many people are affected by these problems?
  - How long have these issues been a problem?
  - Are these issues/problems that a public policy can help solve?
2. Then, divide the class into small groups of three to four students and have each one select or assign each group one of the issues.
  3. Distribute the Activity 1 handout, **Identifying Your Service-Learning Project**, to all student groups and review the steps.

4. Have students complete the “What We Know/What We Don’t Know” table on their issue. After each student group has completed its list, review briefly with all groups.
5. Next, have students develop some “Big Picture” questions following question 5 on their handouts. These questions should be thought provoking, challenge current assumptions, and require further research and testing. Review examples on the handout with students.
6. Now have students develop some supporting questions using the “5 W’s and H” questioning strategy. These questions are to help address the compelling questions and will be explored in depth in Activity 2, Applying Disciplinary Concepts and Tools.
7. After students have developed their questions, debrief them with the following questions:
  - Why are supporting and compelling questions important to understanding the issue you are working on?
  - Are any of the answers presented in the compelling and supporting questions open to interpretation? Explain.
  - What sources of information will give you different perspectives and opinions in answering the questions you’ve asked?

## Alignment of Indicators from the C3 Framework: Dimension 1

### Constructing Compelling Questions

**D1.1.6-8** Explain how a question represents key ideas in the field.

**D1.1.9-12** Explain how a question reflects an enduring issue in the field.

**D1.4.6-8** Explain how the relationship between supporting questions and compelling questions is mutually reinforcing.

**D1.5.6-8** Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources.

**D1.5.9-12** Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.

# Lesson Plans

## Activity 2

### Dimension 2, Applying Disciplinary Concepts and Tools

In this activity, students will work in teams using the research tools they identified in Activity 1 to learn more about their issues through the perspective of the four core Social Studies disciplines—history, civics, economics, and geography. Each of these disciplines offers a unique way of thinking, organizing, and verifying knowledge and allows students to use their inquiries to find a deeper understanding of the issues.

#### Teaching tip

To help students with their research and understand the concept of different perspectives, you can find a few articles from different perspectives on one of the issues students have brainstormed. These might present a different political/philosophical (liberal/conservative) view of how to address the issue or might discuss different views on the causes of the issue or ways to address it. It will be important for students to understand this early in their research so they look for different viewpoints and understand there are many ways to look at an issue.



- With students in their groups, distribute the graphic organizer handout **Understanding Your Service-Learning Project**. Review the directions, and provide students time to complete the research.
- To address the questions, students can refer to news articles on their issues, to websites of organizations or government agencies related to their issues, and to local organizations or government agencies that address their issues. These sources can be found in the Resources section. It will be important that each student examines the issue from different perspectives—political, social, historical, and cultural—to get a solid understanding of his or her issue.

### Alignment of Indicators from the C3 Framework: Dimension 2

#### Civics

**D2.Civ.1.6-8** Distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts.

**D2.Civ.1.9-12** Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions.

**D2.Civ.2.6-8** Explain specific roles played by citizens (such as voters, jurors, taxpayers, members of the armed forces, petitioners, protesters, and office-holders).

**D2.Civ.2.9-12** Analyze the role of citizens in the U.S. political system, with attention to various theories of democracy, changes in American participation over time, and alternative models from other countries, past and present.

**D2.Civ.5.9-12** Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level.

**D2.Civ.6.6-8** Describe the roles of political, civil, and economic organizations in shaping people's lives.

## Economics

**D2.Eco.1.6-8** Explain how economic decisions affect the well-being of individuals, businesses, and society.

**D2.Eco.2.9-12** Use marginal benefits and marginal costs to construct an argument for or against an approach or solution in an economic issue.

**D2.Eco.3.5** Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used to produce goods and services.

**D2.Eco.3.6-8** Explain the roles of buyers and sellers in product, labor, and financial markets.

**D2.Eco.9.6-8** Explain how changes in supply and demand cause changes in prices and quantities of goods and services, labor, credit, and foreign currencies.

## Geography

**D2.Geo.1.6-8** Construct maps to represent and explain the special patterns of cultural and environmental characteristics.

**D2.Geo.2.9-12** Use geospatial and related technologies to create maps to display and explain the spatial patterns of cultural and environmental characteristics.

**D2.Geo.2.6-8** Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions, and changes in their environmental characteristics.

**D2.Geo.2.9-12** Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics.

**D2.Geo.4.6-8** Explain how cultural patterns and economic decisions influence environments and the daily lives of people in both nearby and distant places.

**D2.Geo.5.6-8** Analyze the combinations of cultural and environmental characteristics that make places both similar to and different from the other places.

**D2.Geo.5.9-12** Evaluate how political and economic decisions through time have influenced cultural and environmental characteristics of various places and regions.

## History

**D2.His.1.6-8** Analyze connections among events and developments in broader historical contexts.

**D2.His.1.9-12** Evaluate how historical events and developments were shaped by unique circumstances of the time and place as well as broader historical contexts.

**D2.His.2.6-8** Classify series of historical events and developments as examples of change and/or continuity.

**D2.His.2.9-12** Analyze change and continuity in historical eras.

**D2.His.4.6-8** Analyze multiple factors that influenced the perspectives of people during different historical eras.

**D2.His.4.9-12** Analyze the complex and interacting factors that influenced the perspectives of people during different historical eras.

**D2.His.5.6-8** Explain how and why perspectives of people have changed over time.

**D2.His.5.9-12** Analyze how historical contexts shaped and continue to shape people's perspectives.

**D2.His.15.6-8** Evaluate the relative influence of various causes of events and developments in the past.

**D2.His.15.9-12** Distinguish between long term causes and triggering events in developing a historical argument.

**D2.His.16.6-8** Organize applicable evidence into a coherent argument about the past.

**D2.His.16.9-12** Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.

# Lesson Plans

## Activity 3

### Dimension 3, Evaluating Sources and Using Evidence

In this activity, students analyze the information they have gathered for its credibility in order to identify various points of view about the issues/problems studied. Careful analysis of information will enable students to reach a conclusion based on solid evidence and to inform the development of an effective service-learning response.

#### Teaching tip

Remind students before conducting this activity that they are analyzing and evaluating the research sources they used in Activity 2, not commenting on the issue. Tell students it is important to analyze their sources because not all sources are relevant to their task. Oftentimes, different points of view are expressed, or some sources are more or less complete. Students need to be able to analyze their sources, identifying the author's purpose, main idea, and point of view to help them evaluate whether a source is useful.



First, students will analyze the sources they researched in Activity 2 to identify the perspectives of each and evaluate them to determine if they are relevant to the issues/problems studied. As stated in Activity 2, students should evaluate a variety of sources from multiple viewpoints. Next, while working in teams, students will compare and contrast the perspectives and determine which are most credible and why. Finally, students will engage in collaborative dialogue to reach conclusions about the causes and effects of the issues/problems based on evidence gathered in their research. Each student will develop an issue report that summarizes key aspects of his or her issue. This information will be used in Activity 4 to inform the development of a service-learning project that will address the issue studied.

1. Have students meet in their service-learning project groups. Distribute the Activity 3 handout **Evaluating the Sources of Your Research** graphic organizer to all students and review directions.
2. Provide time for student groups to complete the two sections of the graphic organizer.
3. Debrief the activity with questions 1–3 in Part 3: Conclusions.
4. Have each student group develop an issue report following the guidelines in the conclusion section.

## Alignment of Indicators from the C3 Framework: Dimension 3

**D3.1.6-8** Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.

**D3.1.9-12** Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.

**D3.2.6-8** Evaluate the credibility of a source by determining its relevance and intended use.

**D3.2.9-12** Evaluate the credibility of a source by examining how experts value the source.

**D3.3.6-8** Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations.

**D3.3.9-12** Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.

**D3.4.6-8** Develop claims and counterclaims while pointing out the strengths and limitations of both.

**D3.4.9-12** Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.



# Lesson Plans

## Activity 4

### Dimension 4, Communicating Conclusions and Taking Informed Action

In Activity 4, students will pull their research information and formulate a service-learning project proposal to present to the class for approval. It is also a good idea to have students make presentations to the school's faculty, administration, and parents, especially if service-learning is not an established program at the school. If the project team is partnering with an organization, it might be a good idea for students to present their ideas to key people in the organization to gain acceptance and tips on improving their project. Once approved, students will execute the project and conduct a post-project evaluation.

In their presentations, students will review their research from Activity 2 and Activity 3 and convert the compelling question into a compelling statement, which will describe their issues, how students can best address the issue in a service-learning project, the outcomes they expect to achieve, and the processes they will take to complete the project and achieve their objectives.

### Procedure

#### *Presenting the Service-Learning Project Proposals*

Explain to students that in this activity, they will compile their research data from Activity 2 and Activity 3 to update and finalize answers to their compelling and supporting questions. From this, they will design a service-learning project and formulate a multimedia presentation to the class proposing their project be chosen as a class or group project. Students can choose any method of presentation, including live-action skits, visual aids, posters, or digital presentations using Web 2.0 tools. See the Resources section for information on these tools.

1. Distribute the handout **Communicating Conclusions about Your Service-Learning Project** to each student. Review the directions.
2. Provide time for students to formulate their presentations.
3. After the groups have developed their presentations, distribute the handout **Service-Learning Project Execution Plan** to each group. Tell them that this handout helps them identify the steps needed to describe the procedure for their service-learning project.

#### **Teaching tip**

If school administration approval is required or if a partnership needs to be formed with an outside agency for students to conduct a service-learning project, it is a good idea that students are given some time to prepare and rehearse their presentations.



4. Arrange a presentation schedule for students to present their service-learning proposals to the class.
5. Provide time for students to make their presentations. Distribute the **Presentation Evaluation Forms** to all students in the audience, and have them complete the forms.
6. After all presentations are made, students can vote for one or more service-learning projects they would like to conduct.
7. If students need to present to other groups, including faculty and staff, the administration or district officials, or a partnering organization, allow time for students to adapt their messages to the target audience and make their presentations.

### ***Executing the Service-Learning Project***

Deciding whether students design and execute their projects completely on their own or in partnership with an organization will depend on the type of project they are envisioning, how much time and resources are available to execute the project, and how much experience they have. Some of the projects students will implement will be associated with another organization (social service or nonprofit agency, a branch of local government, or possibly a private company) engaged in a community-service program. It is not mandatory that students work with an organization to address the issue, but it might better facilitate the execution of their projects if this is the first time they have engaged in a service-learning project. Other projects might be best designed and conducted exclusively by students. Students should be encouraged to develop and execute a project where they retain as much control and participation as possible.

If working with an organization currently addressing the issue:

1. Have students check their research from Activity 2 to discover what organization (government, private industry, nonprofit agency, or individual) is currently addressing the issue.
2. Students can then check with a local organization engaged in addressing the issue to see how they may help and if their project plan would be compatible with the agency's efforts. Information on identifying these local organizations can be found in the Resources section. It's possible that a student might have to contact more than one agency to find one that aligns best to his or her project plan.



#### **Teaching tip**

Remind students that the purpose of peer evaluation is to support the presenter's efforts. The presentation evaluation form is designed to help both the presenter and the evaluator understand the importance of including all the required data for a project and that their conclusions are credible and presented in a understandable way.

3. Another idea is to have students offer to propose their plan to an organization to establish a partnership. This can provide valuable feedback to students on the merits of their plan and might give the organization ideas on how it can partner with students to meet its mission.
4. The following listed forms are included to help students plan and execute their projects when partnering with another organization. The forms may be used as needed. Schools may have their own forms, which would be used in lieu of these.
  - **Organization Data Sheet** (to record information on the organization)
  - **Trip Planning Sheet** (to plan and record information for an out-of-school trip)

Just before conducting the project . . .

1. Share with students the **Post-Project Write-Up** document, which they will write soon after their projects are completed. Review its points, telling students to be observant while conducting the project and to take some notes. These will be helpful when students construct their post-project productions and project evaluations.
2. Have students take camera and/or video recording devices with them. Remind them to ask permission before taking any photos of anyone involved in the project. They also might want to have journals, notebooks, or tablets for taking notes.
3. Ask students to observe the facilities or surroundings of where they're working and to record their reactions. They should ask questions and talk with other people connected with the project.
4. Have them also observe and record how members of their team are doing while conducting the project.
5. Make sure students have a plan for evaluating the project. Review with students the **Project Evaluation Tool** handout. An effective evaluation cannot adequately assess the success of a project if it is not planned at the start. If students wait until the end of the project, they may not have made arrangements for data, surveys, and information needed to make a good evaluation.

While conducting the service-learning project, have fun! Although it will be important to monitor students' activities by closely checking on appropriate behavior, attire, and on following the plan, it is also essential that students feel ownership in the projects, can act on their own instincts, and execute their plans. They have put in a lot of work to get to this point, and part of their reward is to enjoy the experience and feel they have accomplished something important. Such an experience will also help them in their post-project assessment.

### **Post-Project Production**

Explain to students that after they have conducted their projects, they are to develop public reviews that can be presented online or at a public forum. The following handouts will assist students in developing their reviews. Students should formulate presentations for public consumption. This might be for only members of the class or the school. It could be presented at an after-school function or posted online on the school's website, blog, or social media site.

- **Post-Project Write-Up**—quick summary of the project, to be completed soon after the project is completed
- **Post-Project Presentation Guidelines**
- **Publicity Forms**—to be sent to alert the organizations about students' issue and service-learning projects
- **Project Evaluation Tool**

### **Alignment of Indicators from the C3 Framework: Dimension 4**

**D4.1.6-8** Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments.

**D4.2.6-8** Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.

**D4.3.6-8** Present adaptations of arguments and explanations on topics of interest to others to reach audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, and reports) and digital technologies (e.g., Internet, social media, and digital documentary).

**D4.4.6-8** Critique arguments for credibility.

**D4.4.9-12** Critique the use of claims and evidence in arguments for credibility.

**D4.5.6-8** Critique the structure of explanations.

**D4.5.9-12** Critique the use of the reasoning, sequencing, and supporting details of explanations.

**D4.6.9-12** Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.

For developing and conducting the project:

**D4.7.9-12** Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.

**D4.8.9-12** Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.

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## Resources

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### ***Background Information***

- **Youth and Civic Engagement** (CIRCLE: The Center for Information & Research on Civic Learning and Engagement, Tufts University)  
<http://www.civicyouth.org>
- **The Internet and Civic Engagement** (Pew Research Internet Project)  
<http://pewinternet.org/2009/09/01/the-internet-and-civic-engagement>
- **Youth Participatory Politics Research Network**  
<http://ypp.dmlcentral.net>
- **National Youth Leadership Council**  
<http://www.nylc.org>

### ***Community Service Projects***

- **366 Community Service Projects** (University of Nebraska–Lincoln)  
<http://lanaster.unl.edu/4h/serviceideas.shtml>
- **DoSomething.org**  
<http://www.dosomething.org>
- **Community Service Ideas for Families** (Families with Purpose)  
<http://www.familieswithpurpose.com/community-service-ideas-families.html>
- **Service Projects** (The Michigan Associations of Student Councils & Honor Societies)  
[http://www.michiganprincipals.org/students/masc/com\\_service.htm](http://www.michiganprincipals.org/students/masc/com_service.htm)

### ***Volunteer Organizations***

- **List of National Youth Community Service Organizations in the U.S.** (The Free Child Project)  
<http://www.freechild.org/nationalservice.htm>
- **United Way Youth Day of Caring**  
<http://unitedwayofgnb.org/event/2014-youth-day-of-caring>
- **United We Serve**  
<http://www.serve.gov>
- **The Corporation for National & Community Service**  
<http://www.nationalservice.gov>
- **Office of Public Engagement**  
<http://www.whitehouse.gov/administration/eop/ope>

- **Follow the Leader: Innovative Social Media Activism** (Community Organizer 2.0)  
<http://www.communityorganizer20.com/2011/02/24/follow-the-leader-innovative-social-media-activism>
- **Puget Sound Off**  
<http://www.pugetsoundoff.org>

### ***Digital Sources for Presentation***

- **Prezi**  
<http://prezi.com>
- **Glogster**  
<http://edu.glogster.com>
- **Google Sites** (should one or more student groups decide to create a web page for their presentation)  
<http://sites.google.com>
- **Wix** (web design application)  
<http://www.wix.com>

### ***Conducting Social Media in Schools***

- **ReadWrite**, "How to Use Facebook: Five Tips for Better Social Networking"  
[http://www.readriteweb.com/archives/how\\_to\\_use\\_facebook\\_5\\_tips\\_for\\_better\\_social\\_networking.php](http://www.readriteweb.com/archives/how_to_use_facebook_5_tips_for_better_social_networking.php)
- **ConnectSafely Forums**  
<http://www.connectsafely.org>
- **Web 2.0 EDU**, "Five Fake Facebook Templates and Pages for Student Projects"  
<http://web20edu.com/2011/04/16/fake-facebook-templates-and-pages-for-student-projects>
- **My Fakewall** (creating fake Facebook profile pages)  
<http://www.teachertechnotopia.com/2012/04/my-fake-wall.html>

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Identifying Your Service-Learning Project

## Activity 1

1. As you work through this activity, keep in mind the compelling question: What can be done in our community to make life better for ourselves and others?
2. After your class has prioritized several issues/problems seen in your community, work in your small group to address one of the issues. Complete the “What We Know/What We Don’t Know” lists below about the issue. These will be developed from preliminary research you did during the brainstorming activity and from your personal knowledge. You might also refer to your earlier discussion during which you looked at how people are affected by the issue, how many are affected, how long the issue has been a problem, and whether these problems could be solved.
3. Develop a list of “What We Know” statements about the issue.
4. Now develop a list of “What We Don’t Know” statements about the issue.
5. Next, develop some “Big Picture” questions for further inquiry toward the compelling question: What questions come up when you think about this issue? What do you want to know most about this issue? What aspects of this issue are the most intriguing, important, or puzzling? What can be done to address this issue? Here are some things to consider regarding “Big Picture” questions:
  - The questions should reflect something you are interested in and want to know.
  - The questions should be open to research and not have answers you already know.
  - The questions can have multiple answers.
  - The questions should reflect an enduring issue, concern, or debate.
  - “Big Picture” questions often start with words such as “How . . .” or “Why . . .” or “What would happen if . . .”



6. In this next step, you will develop some supporting questions that help address the compelling question. Think about what you know about your issue and develop questions using the “5 W’s and H” method to develop your questions. You will answer these questions and others in the next stage.

- Who or What: \_\_\_\_\_
- When: \_\_\_\_\_
- Where: \_\_\_\_\_
- Why: \_\_\_\_\_
- How: \_\_\_\_\_

### ***Debriefing Questions***

(To be completed after answering the questions above.)

- Why are supporting and compelling questions important to understanding the issue you are working on?
- Are any of the answers presented in the compelling and supporting questions open to interpretation? Explain.
- What sources of information will give you different perspectives and opinions in answering the questions you’ve asked?

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Understanding Your Service-Learning Project

## Activity 2—Graphic Organizer

**Directions:** In this activity, you and your team will look deeper into the issue you have chosen to study. Using the research tools you identified in the last activity, find out more about the issue from the four perspectives identified in this graphic organizer—civics, geography, economics, and history. Use this as a guide, for some questions may apply to your issue and some may not. Be sure to examine the issue from different perspectives—political, social, and cultural—to get a solid understanding.

## Civic Responsibility

Which of the four entities in the left-hand column are responsible for addressing the issue at the current time? (Circle all that apply.) In the middle column, describe what they have done to address the issue, and in the final column, explain how well these organizations have addressed the issue in the past.

	Describe the actions taken by the organization to address the issue now or in the past.	Describe how well this organization has addressed the issue in the past.
Government		
Private businesses and organizations		
Nonprofit agencies		
Individuals, including student service-learning projects		

## Economic Factors

1. How do economic decisions by the government, organizations, or individuals affect the issue or the people involved in the issue?

	Describe the economic decisions that affect the issue or people involved in the issue.
Government	
Private businesses and organizations	
Nonprofit agencies	
Individuals, including student service-learning projects	

2. Identify some solutions that have been attempted or proposed to address this problem. What are some of the costs and benefits of addressing this issue?

Solutions Proposed or Attempted	
Costs	Benefits

3. Identify any of the following basic economic principles that might impact the issue/problem, past or present. Briefly explain this impact.

Adequate resources (labor, money, and/or materials) to address the issue	
The need or demand for addressing this issue	
The cost of goods and services needed to address this issue	

4. Describe the role of corporations, nonprofits, and labor unions in addressing the issue.

Corporations	
Nonprofits	
Labor Unions	

## Geographic Factors

1. Create a map (local, state, national, or international) and show the location of other areas where this issue occurs. How has geography influenced the issue/problem? Use a large piece of paper if necessary.



2. Describe the population density, cultural factors, or environmental aspects that affect your issue.

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3. Develop a collage of maps, photographs, or illustrations that show the relationships among different areas where your issue is present. An example might be to have maps of two different areas with the location of the issue on each map and images of the issue from each location pasted on each map, respectively.



4. Explain how the maps and images show the relationships among these locations.

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5. Analyze how the similarities and differences of cultural patterns or environmental characteristics affect your issue in the different places you identified in question 3.

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6. Explain how political and economic decisions in the different places you identified in question 3 have influenced cultural attitudes or environmental conditions affecting your issue.

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## Historical Factors

1. What historical events surround your issue?

What historical events surround your issue?	
Explain how these events have shaped or influenced your issue.	

2. What changes has the issue experienced over time, and how have these changes affected the people involved?

Changes over Time	The Effect of Changes on People over Time

3. Map other areas in your community, state, or nation, or in the world, where this issue has occurred in the past. Indicate locations with a star or some other symbol and label them.

4. How have people perceived this issue in the past? How do they perceive it now? If different, explain what caused, or may have caused, the change in perception.

Views of Issue in Past	Reason for Change in Perception	Views of Issue Now
How have changing views of the issue influenced how the issue has been addressed?		

5. What social, economic, or political factors surround your issue, and how have these factors affected the issue over time?

Social	
Economic	
Political	

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Evaluating the Sources of Your Research

## Activity 3—Graphic Organizer

### Part 1

List the different sources you used in your research in Activity 2. Describe whether the source provided a wide range of viewpoints on the issue, was relevant to and focused on the issue, and was knowledgeable on the issue and made a good source.

Source citation	Did the source provide a wide range of viewpoints on the issue? (Yes or No, and explain)	Was the source relevant to and focused on the issue? (Yes or No, and explain)	Was the source knowledgeable about the issue? (Yes or No, and explain)

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## Handout

Source citation	Did the source provide a wide range of viewpoints on the issue? (Yes or No, and explain)	Was the source relevant to and focused on the issue? (Yes or No, and explain)	Was the source knowledgeable about the issue? (Yes or No, and explain)

## Part 2

Identify two or more sources that differed on various aspects of the issue. Which sources do you think are the best informed and most credible? Only fill out the sections where your sources had different viewpoints on that aspect of the issue.

Aspect of the issue	Sources that differed on the issue	How did they differ?	Which do you feel was the best informed and the most credible source? Why?
Who is responsible for addressing the issue?			
The efficacy of organizations that have addressed the issue in the past			
The social, economic, and/or political factors that have influenced or caused the issue/problem			
The changes that have occurred over time			

People's perception of the issue over time			
The economic factors that have affected the issue			
Reasons (positive or negative) that people want to become involved the issue			
The similarities and differences in cultural patterns or environmental characteristics that affect the issue in different places where the issue occurs			
The political and economic decisions that have influenced the cultural attitudes of the issue/ problem			
The environmental conditions that affect the issue			



## Part 3

### **Conclusions**

1. Review your supporting questions from Activity 1, and answer or revise any of the “What We Don’t Know” statements and “Big Picture” questions based on your research in Activity 2.
2. Which sources were the most relevant to your issue? Which provided the most information? Which seemed the most balanced?
3. Which resources provided information that will help you understand the issue and develop ways to address it?
4. Based on your research and evaluation of the resources you used, write a brief report summarizing the issue’s key aspects of the chart in Part 2.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Communicating Conclusions about Your Service-Learning Project

## Activity 4

### Service-Learning Project Presentation Outline

**Directions:** Now your team is going to compile all the information you gathered in Activity 2 and Activity 3 and develop a presentation on your assigned issue in hopes that it will be approved as the (or one of the) service-learning project the class conducts. Besides fellow students, it's possible you might also have to present to teachers, parents, and the school administration to gain approval. The content of your presentation should address the following points in the three sections below. Be sure to include the different viewpoints you discovered in your research on the four perspectives in Activity 2.

#### ***Before you start formulating the presentation:***

##### Know Your Audience

- Analyze the attitudes of the intended audience on your topic. How much do you think they know about the topic and the need to address it? How much do they need to know? What will get them enthusiastic about the issue?
- Formulate messages that help your audience understand the issue and persuade them to want to take action.
- Use the information you've gathered to generate emotions in your audience. Create statements that appeal to the audience's emotions and their sense of logic. Use your research to lend credibility to your message.
- Provide evidence of how your project will benefit students who participate in the service-learning project as well as the recipients of the project.

You can choose any method of presentation, including live action skits, visual aids, posters, or digital presentations using Web 2.0 tools. See the Resources section for information on these tools. To use your time efficiently, divide the different parts of each section among your group's members.

1. Summarize your project by turning the compelling question into a compelling statement. Include this information in your project presentation.

### The Compelling Question

What can be done in our community to make life better for ourselves and others?

### The Compelling Statement

We students can address the issue of *(briefly describe the issue and explain why you think it should be addressed)*:

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... by providing *(describe the service that students can provide to adequately address the issue)*:

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... so that the outcome would be *(describe the outcome you anticipate achieving after students complete the service-learning project)*:

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2. Provide details of the issue, based on evidence gathered, from the four perspectives of civics, economics, geography, and history.

**Civic Perspective**

- Which governmental agency has an influence on this issue/problem?
- How have governmental entities impacted this issue/problem in the past?
- How can government agencies address the issue/problem?
- Is there a public policy solution? If so, what can be done to support or introduce a public policy solution?

**Economic Perspective**

- Explain how economic decisions by any of these groups have affected the issue or the people involved in the issue.
- Describe how any of the following economic principles are involved in and affect the issue: adequate resources, need or demand, and cost of goods and services.

**Geographic Perspective**

- Provide a description of the issue and where it occurs (locally, in your state, nationally, and internationally) with maps, images, photographs, and illustrations.
- Describe the relationships among different locations where the issue is present.
- Provide information on how population and environmental aspects affect the issue.

**Historical Perspective**

- Explain how the issue/problem has changed over time and the reasons why any change has occurred.
- Explain how society's perception of the issue has changed over time and why any change occurred.

**Responsibility for Addressing the Issue**

- Identify who is or has been responsible for addressing this issue and how effectively any of these groups have addressed the issue in the past.
- Describe the positive and negative reasons people would want to become involved in the issue.

3. Complete the graphic organizer below to describe how your group will conduct your service-learning project. Use a separate sheet of paper if necessary. Include this information in your project presentation.

<p><b>Rationale:</b> Describe the reason(s) for addressing the issue/problem. Use evidence from relevant information and data.</p>	
<p><b>Personnel:</b> Identify the students, adults, agencies, and partners who will be involved in the project.</p>	
<p><b>Procedure:</b> Outline the steps needed to execute the service-learning project.</p>	
<p><b>Time frame:</b> Estimate the number of days needed to complete the project and establish a timeline of activities to be performed.</p>	

<p><b>Resources:</b> Identify the resources needed to complete the project (materials, supplies, food, money, etc.) Will any parts of the project need to be funded?</p>	
<p><b>Communication:</b> Identify the communication tools needed to conduct the project (e.g., email, texting, websites, blogs, etc.).</p>	
<p><b>Adult Involvement:</b> Identify any role adults might need to play in this project.</p>	

## Resources

### Digital Resources for a Web 2.0 Presentation

- **Prezi** <http://prezi.com>
- **Glogster** <http://edu.glogster.com>
- **Google Sites** (should one or more student groups decide to create a web page for their presentation) <http://sites.google.com>
- **Wix** (web design application) <http://www.wix.com>

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Service-Learning Project

## Execution Plan

**Directions:** Work with the members of your group to determine the steps you will need to take to complete your service-learning project.

List the steps in the order you will take them to conduct the project.	Who will complete the steps?	What resources are needed?	Date started/completed	

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Service-Learning Presentation Evaluation Form

**Directions:** As you listen to the service-learning project proposal presentations, listen closely to how well the presenters make their case for addressing the issue with student service and to how their goal will be achieved. Complete the rating scale on the following evaluation form to make your assessment. (One is low and five is high.)

Service-Learning Project Title: \_\_\_\_\_

Presenters provided credible arguments to support their claims that this issue should be addressed.

1                      2                      3                      4                      5

Presenters provided credible explanations on how students could adequately address the issue.

1                      2                      3                      4                      5

Presenters provided credible explanations on how the outcome they anticipate will be achieved after students have performed the service they have described.

1                      2                      3                      4                      5

Presenters supported their claims using reasoning, examples, and details with relevant information and data.

1                      2                      3                      4                      5

## ***Recommendation (Optional)***

Rate whether you'd recommend this proposal for a class service-learning project.

1                      2                      3                      4                      5



Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Organization Data Sheet

Name of organization: \_\_\_\_\_

Address: \_\_\_\_\_

Phone number: \_\_\_\_\_

Contact person: \_\_\_\_\_

Description of organization's work: \_\_\_\_\_

\_\_\_\_\_

Number of people served: (per day, week, year): \_\_\_\_\_

Why people seek assistance from the organization: \_\_\_\_\_

\_\_\_\_\_

Types of activities needed from volunteers: \_\_\_\_\_

\_\_\_\_\_

Age limits (if any) or other restrictions on volunteers: \_\_\_\_\_

\_\_\_\_\_

How many students can participate? \_\_\_\_\_

What days and times are best for the organization to work with volunteers? \_\_\_\_\_

\_\_\_\_\_

What activities would students be engaged in? \_\_\_\_\_

\_\_\_\_\_

What comments did the organization have on their past experiences working with other student groups?

\_\_\_\_\_

\_\_\_\_\_

Interviewer's recommendations on this organization: \_\_\_\_\_

\_\_\_\_\_

# Trip Planning Sheet

Complete this form when planning a service-learning project that is conducted outside school.  
Double check all arrangements at least one to two days prior to trip.

Submitted by (members of group): \_\_\_\_\_

Date: \_\_\_\_\_

Name of organization or project location: \_\_\_\_\_

Address: \_\_\_\_\_ Phone number: \_\_\_\_\_

Contact person at the organization: \_\_\_\_\_

Date(s) and times scheduled for trip(s): \_\_\_\_\_

Number of students attending: \_\_\_\_\_

Names of students attending (on attached sheet): \_\_\_\_\_

Method of transportation (check appropriate): Public transportation \_\_\_ School bus \_\_\_ Parent car(s) \_\_\_

Project costs: \_\_\_\_\_

Name and phone number of transportation person: \_\_\_\_\_

Individuals' costs (lunch, activities, etc.): \_\_\_\_\_

Any dress or clothing requirements? \_\_\_\_\_

Names of adult chaperones on the trip: \_\_\_\_\_

Student(s) signature: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Teacher signature: \_\_\_\_\_

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Post-Project Write-Up\*

**Project's Compelling Statement:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Directions:** Write up a quick review of the service-learning experience as soon as possible after completing the project. This write-up will be used to create newsletters, press releases, and web pages. Use the following outline as a guide:

- Details of student activities while conducting the service-learning project
  - Describe what happened. What did you do?
- Observations of the location of the project
  - Describe the environment. What was it like? Describe any before and after conditions.
- Observations of the people or environment that were assisted in the project
  - With whom did you work? Describe their work. Describe the organization you worked with.
- Observations of the members of your team working on the project
  - What insights did you learn about working with others?
- How did you feel about the service-learning project itself?
  - Is the work you performed important?
  - Why do you think this work needs to be done?
  - What was easy and what was challenging about the project?
  - Were stereotypes or conceptions confirmed or changed?
- Initial thoughts on the project's operation
  - How well did the project go?
  - What lessons did you learn?
  - What new skills did you gain?
  - What new knowledge did you gain?
  - How has the project changed you as a person?
- Describe ways the project could be improved.
  - How would you do things differently?
  - Are there other ways to solve the problem?

\* Adapted from Chicago Public Schools Service-Learning, [http://cps.edu/ServiceLearning/Documents/FM\\_PostServiceReflection.pdf](http://cps.edu/ServiceLearning/Documents/FM_PostServiceReflection.pdf).

# Post-Project Presentation Guidelines

**Directions:** Your group's post-project presentation should be a visually appealing and fun production. You want to get your audience enthusiastic as well as informed about the project you conducted. Use the guide below to assist you.

You can choose any method of presentation, including live action skits, visual aids, posters, or digital presentations using Web 2.0 tools. See the Resources section for information on these tools. To use you time efficiently, divide the different parts of each section among your group's members.

## Presentation Content

- Information from the "Communicating Conclusions about Your Service-Learning Project" presentation created before you conducted the project. This should begin with the project's compelling statement and then the evidence you gathered about the issue your project addressed; civic, economic, geographic, and historical perspectives; the rationale for addressing the issue; information on how your group will conduct the project.
- Information from the **Post-Project Write-Up**
- Photos or video taken while conducting the project

## Also Include

- Important charts or graphics that illustrate the details of your issue and the project you conducted
- Colorful background
- Appealing text

## Presentation Skills

- Presentations should be brief but complete
- Visuals should contain short, bullet-point statements
- Speakers should address audience in clear, brief statements
- Ask audience for questions at the end

# Publicity Forms

Templates for forms you may use in publicizing your project.

## Press Release

Send to all local media, radio, TV, newspapers, and persons of interest.

### Guidelines

- Write an eye-catching headline, in bold type, at the top of the story that describes the main point of the story.
- Create easy-to-read paragraphs that are double-spaced, short and to the point, and contain only necessary information.
- Write only 1–2 pages, double spaced.
- Basic outline:
  - Background information on the service-learning class or project—its purpose, the grade level of students, and generally how the class operates
  - Describe where and when you conducted the project—give the name and address of the contact person of the project.
  - Provide brief details about what you did and how you did it, but confine this to the actual service-learning activity and not to how you put the project together. Use quotes and information from the post-trip write-ups and the Project Evaluation Tool to help you.
  - Conclude with quotes or anecdotes on the success of the project for students and recipients of the service project.

## Website Content

- Create easy-to-read paragraphs that are short and to the point, containing only necessary information.
- Make a title page for your website that shows the name of the agency you worked with or describes the project you did. Add highlights of the project, along with pictures of and basic information on your partner agency or the project (e.g., quotes from student volunteers or patrons, maps, pictures of the agency, activities at the agency).
- Put links on the front page that will go to other parts of your website
- Basic content outline for the site:
  - Provide some background on the community-service class—its purpose, the grade level of students, and generally how the class operates.

- Describe where and when you conducted the project—give the name and address of the contact person at the agency. (Note: A picture of the agency building or a logo works well here. Also provide a link to the agency’s website, if there is one.)
- Briefly detail what you did at or for the agency and how you did it, but confine this to the main activity you did for the agency and not to how you put the project together. Use quotes and information from the post-trip write-ups to help you construct this.
- Conclude with what you learned about the experience.

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**Press Release sample**

**PRESS RELEASE**

Contact Persons  
(Student name, and school address and phone number)

**Headline**

Body

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Project Evaluation Tool\*

Evaluation is a key component of conducting a service-learning project. It is important to have a plan for the project evaluation before you begin. Waiting until the end will be too late to gather data, surveys, and information. Your evaluation plan should be based on the goals and objectives you established before you began the project.

Your evaluation will help you understand if you have achieved your goals; will justify the project to parents, teachers, and other students; and will provide a way to make adjustments and improve the program. Begin with the project's compelling statement, which states the goal of the project.

Project's Compelling Statement: \_\_\_\_\_

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## Additional Goals

Describe the goals for the following as appropriate to your project:

- For participants
- For students
- For coordinators or teachers
- For sponsoring agency (if any)
- For the community

## Evaluation Tools

What evidence will you use to evaluate the project to measure whether you have met your goals? Consider which tools will best help you gather this information and measure the success of your project.

- Documents or objects—photographs, videos, journal entries, drawings, measurements
- Questionnaires—from participants, participating organizations. Consider conducting before-and-after surveys
- Interviews on what people have learned, how they feel about the program, and reflections on any changes they would make
- Observation—information gathered in the **Post-Project Write-Up** and other observations

\* Adapted from Marie Troppe, ed., "PARE Model" from University of Maryland Faculty Handbook for Service-Learning (College Park: University of Maryland, 1999).

# Teacher Feedback Form

At Interact, we constantly strive to make our units the best they can be. We always appreciate feedback from you—our customer—to facilitate this process. With your input, we can continue to provide high-quality, interactive, and meaningful instructional materials to enhance your curriculum and engage your students. Please take a few moments to complete this feedback form and drop it in the mail. Address it to:

**Interact • Attn: Editorial**  
10200 Jefferson Blvd. • P.O. Box 802  
Culver City, CA 90232-0802

or fax it to us at **(800) 944-5432**

or e-mail it to us at **[access@teachinteract.com](mailto:access@teachinteract.com)**

*We enjoy receiving photos or videos of our units in action!  
Please use the release form on the following page.*

Your name: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_

E-mail: \_\_\_\_\_

Interact unit: \_\_\_\_\_

Comments: \_\_\_\_\_

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# Release Form for Photographic Images

## *To Teachers:*

To help illustrate to others the experiential activities involved and to promote the use of simulations, we like to get photographs and videos of classes participating in the simulation. Please send photos of students actively engaged so we can publish them in our promotional material. Be aware that we can only use images of students for whom a release form has been submitted.

## *To Parents:*

I give permission for photographs or videos of my child to appear in catalogs of educational materials published by Interact.

Name of student: \_\_\_\_\_ (print)

Age of student: \_\_\_\_\_ (print)

Parent or guardian: \_\_\_\_\_ (print)

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Address:

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Phone: \_\_\_\_\_

## **Interact**

10200 Jefferson Blvd., P.O. Box 802  
Culver City, CA 90232-0802  
310-839-2436