



Service Learning
LEADERSHIP LAB



PART 1: Learning Activities

____ 1. PARTICIPATE in the activity, and then reflect below.

1) How did you work as partners to achieve the goal?

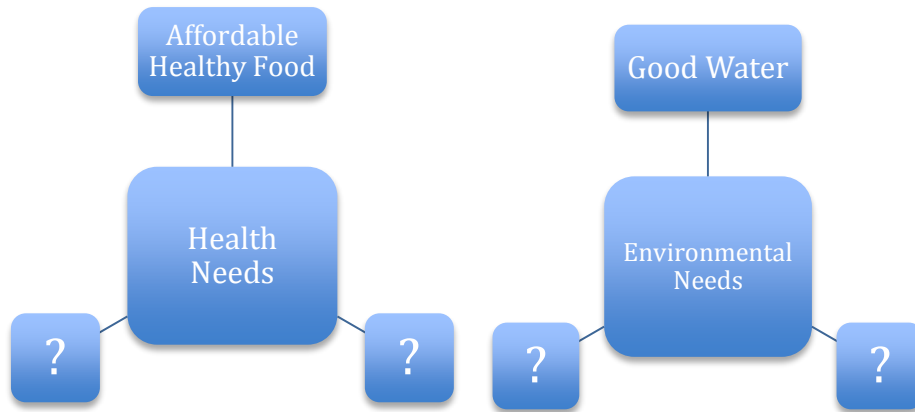
2) What was important about working as a team?

3) How will you use what you learned about working with others as you plan your service project?

4) Brainstorm to generate ideas about various groups and/or community members who might act as partners in your service project.

____ 2. Divide into teams and DISCUSS roles:

- Facilitator (leads discussion)
- Timekeeper (plans schedule)
- De-briefer (leads team reflection)
- Recorder (takes organized notes)
- Reporter (speaks for team)



- _____ 1. **NEEDS OF MY COMMUNITY.** REFER back to your Community Needs Assessment. To refresh, you interviewed three or more people in the community about community issues.

The questions were:

- 1) Gender and age (some needs may be different depending on these facts)
- 2) What are some strengths of the community related to the community issue? (2 strengths per area).
- 3) What are some needs in the community related to the community issue? (2 needs per area).
- 4) What are some possible solutions for these needs?

The results of this assessment will “drive” your community service projects.

Now you have two minutes to share your Needs Assessment results. (A recorder will be assigned to keep track of the needs you share. The recorder will use tick marks to indicate duplicates.)

- _____ 2. **DISCUSS** as a class the following questions: (You may want to jot down some notes.)

- 1) What did you notice about community members’ responses?

- 2) Which needs were listed the most?

____ 3. LIST the top six needs from the entire class:

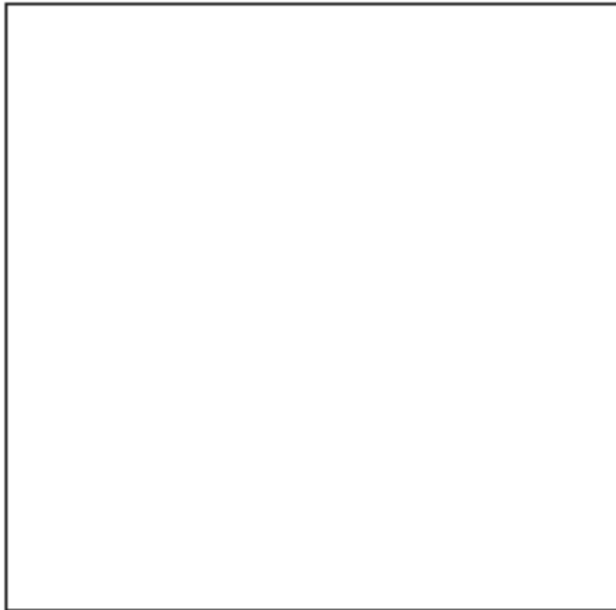
____ 4. DISCUSS how these needs would reinforce your lessons and benefit your community:



PART 2: Learning Activities

- ____ 1. MY SERVICE PROJECT. Use the top six needs to help you choose your projects. Work in your groups to prioritize the projects. Understand you may not get your first choice, so take care to list 2nd, 3rd, 4th, 5th, and 6th choices. When you have ranked your projects and turned in your feedback to your instructor, he or she will then assign a project to your group.
- ____ 2. RECORD your project:

My Service Project Is:



My Name Is:



_____ 2. ANSWER the focusing question: Organization is not essential to the planning process:

- 1) True
- 2) False

_____ 3. PARTICIPATE in the “Going on a Trip” Activity:

What will you bring on the trip? _____

_____ 4. ANSWER the following questions:

- 1) Why is it important to take different roles and responsibilities to make when planning a service project?

- 2) Why do you think it is important to tell everyone what you will bring to planning the project?

- 3) How do you take individual and group responsibility for the project’s success?

PART 3: Learning Activities

_____ 1. IGNITE. Identify and Gather.

Group Assignments. Choose assignments, for example:

- Facilitator
- Recorder/Reporter
- Media Specialist
- Relationship Manager
- Artist
- Etc. (any other positions your group needs)

IGNITE!

Today, you will begin to plan your service projects. The steps for planning are called IGNITE! When something ignites, it catches fire and spreads...just like a good idea or a service project that makes a difference.

Go through the steps:

I Step One: Identify the specific needs of the community and a service project to meet these needs.

G Step Two: Gather supplies to help you with this project.

N Step Three: Network with community members and organizations to create a partnership. Possible donations may include supplies, or volunteer hours. Also, gather parents, community members, teachers, or other students to help you.

I Step Four: Inform other students, parents, community members, and the media about your project. Get their input and get them onboard.

T Step Five: Teamwork! Work together as classmates to accomplish your goal. Make sure that you contribute to the project by providing input, as well as your skills and talents.

E Step Six: Encourage everyone to remain positive throughout the planning process and keep all eyes on the service project goal.

*Remember: This is YOUR project, and you are RESPONSIBLE for its success!



Who is
Driving?

Identify

Begin filling out the “I” (Identify) section of IGNITE in your Learning Guides from all the work you have completed so far on identifying community needs.

I means Identify!
My group will work on
my community’s need, which is:



Plan Your Project

Consider the service project you have chosen and brainstorm, as a group, some of what needs to be planned in order to make your project a success. For example:

Project
location: _____

Partnership and
cosponsors: _____

Necessary supplies:

Time needed to carry out the project:

Permission slips from parents or guardians:

After brainstorming project needs, use the Service Project Planning Worksheet to list the goal and begin listing supplies you will need and organizations the group may want to contact.

Sign up for your responsibility for a task using the Service Project Task List.

SERVICE PROJECT TASK LIST

NAME	TASK	DEADLINE



Read the following example of Students in Action!



In a 6th grade Building Healthy Communities after-school group, students were challenged to find a way to make a positive difference in the health of their community. They had many ideas and talked about planting a community garden, raising money to support the New York Coalition for Healthy School Lunch, creating a free exercise video to distribute to communities members, and more.

They decided finally to hold a Community Fitness Challenge, in order to get community members exercising together and learning about health. They decided they would like to hold their event at the local YMCA.

Q: In planning the project, what do you think students' first steps should be?

A: First steps might include:

- Find the name of the person in charge
- Find the YMCA's phone number
- Choose a date and time (with back-up dates)
- Make a list of questions to ask

Q: What questions should the students ask?

A: Possible questions to include:

- How many people will be able to come to the Fitness Challenge?
- Will we be able to borrow equipment from the YMCA, or will we need to bring our own?
- How long will we be able to stay?
- Are there any other rules I've forgotten to ask about?

Joey volunteered to call the director of the Y. He told her about the class and what they wanted to do and then moved on to their list of questions. The director was excited about the Fitness Challenge! They agreed that May 10 from 3:30–5:30 would be a perfect time for the Challenge. It could take place in the gymnasium using the equipment from the Y (jump ropes, kick-balls, etc.). They figured about 100 people would be able to attend. Joey thanked her and gave her the phone number of the school in case she needed to reach them. The students in Joey's class were excited that their project was going to happen! Now they needed to make a list of everything they would need.

Q: What supplies will the students need for their party?

A: Some supplies might include:

- Balloons
- Cups and water

- Fruit and other healthy snacks
- Information on healthy living for distribution
- Small prizes for kids
- Extra sports equipment, like basketballs, hula hoops, jump-ropes, etc.

The students did some research and shopping around to figure out how much money it would take to buy the supplies they needed. \$275.00!! They needed to figure out where to get all their supplies—either through donations or by raising money to buy them. They were feeling a little nervous, since they knew \$275.00 was a lot of money! They started doing some research on local businesses and organizations that might be willing to help. Using the local newspaper and phonebook, the class came up with a long list of possibilities, including:

- The Dollar Store
- Help for Kids
- Parent Teacher Association
- Target
- The Corner Store

A few students volunteered to write letters to these businesses, but they decided as a class that they didn't have time to wait for a reply! Instead they spent time rehearsing what they would say to each business/organization and divided the list among the students. The kids worked in teams, made phone calls, and visited the local businesses (with a leader or parent, of course!). They were able to gather all the supplies they needed, but still needed to get the food and small gifts. That meant finding a way to raise \$100.00!

Q: How can the students raise money for their supplies?

A: Students can brainstorm a list of ideas

The students had another brainstorming session and decided that they would hold a healthy snack sale to raise money. Again the students paired up and each pair found a way to bring in a healthy treat to sell—some asked their parents to help them make healthy smoothies while other kids asked local grocery stores for small donations. They got permission to hold the bake sale during a Parent Teacher Association meeting and were able to raise \$97.50. They were able to buy all of their supplies (with a little help from change they found!).

On May 10, the 6th grade Building Healthy Communities group ran a successful Community Fitness Challenge! Community members exercised together, learned about and enjoyed healthy snacks, and generally had a great time.

After the project, the class talked about the successes and challenges they faced. Then, the class sent thank you letters to EVERYONE who helped; from local businesses and the Y Director to parents and teachers who had given time or money to the project.

Now finish the Gather part of IGNITE about your group's project.

What supplies will you need? _____

Will you need money for the project? _____

Who can you ask for donations or what fundraising does your group need to do? _____

What space will you need and where? _____

Who will you need to contact for permission? _____

How much time will the project take? _____

G means Gather!

I need these supplies to help me:

Materials:

Cost:

\$ _____

\$ _____

\$ _____

\$ _____

\$ _____

\$ _____



PART 4: Learning Activities

____ 1. NETWORK AND INFORM. ANSWER the following questions:

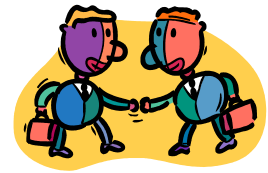
What does it mean to network?

What are some ways you could network in your school and community?

____ 2. FILL in the Network section of IGNITE, then complete the Service Project Planning Worksheet.

N means Network!

I hope that these individuals and
groups will help me:



Service Project Planning Worksheet: Partners

Our project is going to be:
The date of our project is (if it's a one-time event):
Do we need space? If so, where?
Who do we need to get permission from?
Name:
Phone number:
Organizations/businesses we might be able to work with/get help from:
1.
Phone number:
Contact person:
2.
Phone number:
Contact person:
3.
Phone number:
Contact person:
4.
Phone number:
Contact person:
5.
Phone number:
Contact person:
6.
Phone number:
Contact person:

_____ 2. ANSWER the focusing question: Once the planning is completed the rest is easy

On to the next step – “I” for inform. After watching the example of a Public Service Announcement (PSA) think about how could you design one about your project. Looking at the breakdown on your Project Task List consider what responsibilities you want to take on to help inform others about your project. For example, you may consider focusing on letter writing, while others are busy role-playing or making phone calls or visits to businesses. Work in your group to decide how you will each spend your time.

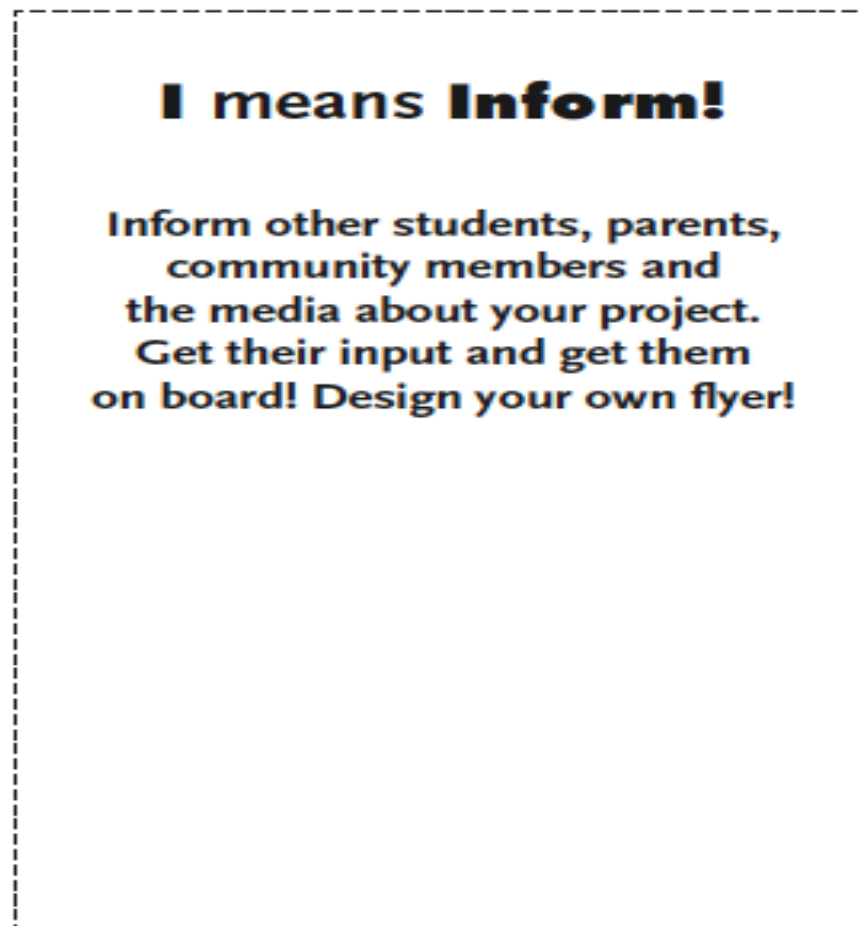


In your groups:

- _____ 1. BRAINSTORM how you will inform other students, parents, community members, and the media about your project?

- _____ 2. DISCUSS how you will design flyers, draft letters, e-mails, phone scripts, and interview questions.

- _____ 3. FILL out the "I" part of IGNITE!.



- _____ 3. CHOOSE your part: Will you role play performing interviews and making calls? Write a letter?

Sample Letter



Date: _____

Name
Organization/Business/School
Street Address
City, State Zip Code

Dear (Mr./Ms./Dr./Principal) Last Name:

Introduction paragraph – Introduce yourself, BHC, and your project. If you've seen or met this person before, let him/her know. Depending on the person to whom you are writing, you may want to mention why you think he/she would be interested in this project.

Request paragraph – This is the paragraph in which you'll ask for whatever it is you need or would like to see changed. For example, you might be asking for a donation of time, money, or supplies. Or, you may be letting someone know about a problem in the area that they may have the power to change. Be sure to be polite and clear about what you need, when you need it, and why. You may want to leave open the option for them to help in another way, in case your request is something they are not able to do.

Ending paragraph – In this paragraph, it would be a good idea to let this person know that you will be calling to follow-up within a week or so. And you should definitely include information about how he/she can reach you! Also, be sure to thank him/her for his/her time and for considering your request.

Sincerely,

(Students, sign your names here)

Student Name
Program (i.e. Building Healthy Communities at P.S. 123)

PART 5: Learning Activities

_____ 1. ANSWER the focusing question: Organization is not essential to the planning process:

- 1) True
- 2) False

_____ 2. TEAMWORK AND ENCOURAGE. Now the focus is on the teamwork part of IGNITE! Discuss with your group what it means to work together as a team on your project, and brainstorm ways you can work together to ensure your tasks are complete before you execute your projects. In your groups DISCUSS the following questions:

1) How will we make sure tasks are complete before and during our projects?

2) What is our team goal for the day?

3) How will our team show others we are excited about our projects?

4) How will we know when we have worked well as a team and the project is a success?

5) FILL out the "T" part of IGNITE!



T means Teamwork!

**I will work with my fellow classmates
to make sure that all our tasks are
complete before the service project by:**



Encourage

Discuss the importance of the “E” in IGNITE! Encourage. Brainstorm ways to encourage each other to do your best while working on the service project, and use these suggestions to fill in the Encourage section of IGNITE! Discuss ways you have encouraged each other to perform well and think how your service project will encourage others to help as well.

- _____ 1. How will YOU encourage others to do their best?
- _____ 2. Facilitator/foreman: ensure team assignments are equitable and each team member is recognized for participating.

E means Encourage!

**I will encourage my classmates to do
their best on the service project by:**



Do You Have It All Together?

PART 6: Learning Activities

1. IMPLEMENT Your Project!

SERVICE PROJECT CHECKLIST

(Place a check mark (✓) next to each item to indicate that it has been achieved)

GOAL	GOT IT!
This project meets a real community health need	
We have all of the supplies for the project	
Every student has a responsibility in planning and participating in the service project	
Community members will be involved in the planning and participating in the project	
We have advertised for the project	
We worked together to help our classmates prepare for the service project	
We all have positive attitudes and are excited about making a difference in the health of our community!	



PART 7: Learning Activities

_____ 1. ANSWER the focusing question: Reflection and demonstration is important to ensure you inform your school and community about your project.

- 1) True
- 2) False

_____ 2. PARTICIPATE in the Concentration Learning Activity
(to the beat say one work that describes you feel)

_____ 3. DISCUSS how did you like the Concentration game? Why was it valuable?

_____ 4. REFLECT, CELEBRATE, AND DEMONSTRATE. Take some time to reflect on your experience.

What did you learn about yourself?

What did you learn about working with others?

What did you learn about your community and your relationship with the community?

What went well?

What would you like to improve if you did this project again in the future?

How did your project contribute to improving the community's issues?

What did you learn about budgeting?

How will you use what you learned through this experience in the future?

What did you learn about service?

How do you feel overall about the work your group did through your project?

Time to Thank Everyone Who Helped

Sample “Thank You” Letter



Date: _____

Name
Organization/ Business/ School
Street Address
City, State Zip Code



Dear (Mr./Ms./Dr./Principal) Last Name:

Thank you paragraph – Thank the individual/organization/business for the specific item(s) or amount of money they donated and describe the event. Be specific! For example:

“Thank you for donating 25 seed packets to our BHC community garden. Your donation helped our project become a great success! We were able to get 30 kids from our school involved and planted a community garden for residents to enjoy. Now, community members will be able to grow and eat their own vegetables and will have access to healthy food in their backyard!”

Ending paragraph – In this paragraph, you might describe future plans or ideas. For example:

“The Building Healthy Communities after-school club is excited to have completed our first project and we really want to continue helping the community. We know there is a lot more we can do and we hope you’ll be willing to work with us again next semester! Thanks again for everything!”

Sincerely,

(Students, sign your names here)

Student Name
Program (i.e. Building Healthy Communities at P.S. 123)

PART 8: Learning Activities

1. PRESENT YOUR SUCCESS!

Now you will work in your groups to prepare a presentation to the school administration, community leaders, parents, and other students.

What to Highlight:

Planning

Teamwork

Community Outreach

Reflections



Now compare your notes with your squad to complete a unit presentation of your learning, accomplishments, and reflection.

Congratulations!