



ENGAGE:

A SERVICE-LEARNING HANDBOOK FOR AFTER-SCHOOL PROGRAMS

AGES 14-18

TABLE OF CONTENTS

Introduction.....	i	Chapter 13: Project Idea Research (Session 10).....	50
Chapter 1: What is Service-Learning?.....	6	Chapter 14: Researching Ideas/Planning Presentations (Session 11).....	55
Chapter 2: Why Service-Learning?.....	10	Chapter 15: Project Idea Presentations (Session 12).....	57
Chapter 3: About the Handbook.....	14	Chapter 16: Leadership Styles and Goal-Setting (Session 13).....	59
Chapter 4: Community-Building (Session 1).....	17	Chapter 17: Determining Goals and Action-Planning (Session 14).....	69
Chapter 5: Identifying Issues (Session 2).....	21	Chapter 18: Implementing Timeline Steps and Contacting Partners (Session 15).....	74
Chapter 6: Identifying Passions (Session 3).....	25	Chapter 19: Taking Action I (Session 16).....	80
Chapter 7: Introducing the Service-Learning Process (Session 4).....	30	Chapter 20: Taking Action II (Session 17).....	82
Chapter 8: Question Development (Session 5).....	36	Chapter 21: Demonstration Planning (Session 18).....	84
Chapter 9: Research (Session 6).....	40	Chapter 22: Presentations (Session 19).....	87
Chapter 10: Community WalkAbout (Session 7).....	44	Chapter 23: Final Reflection/Demonstration (Session 20).....	90
Chapter 11: Prep for Issue Presentations (Session 8).....	46	Additional Resources.....	93
Chapter 12: Issue Presentations (Session 9).....	48		

1 INTRODUCTION



COPYRIGHT

Copyright © 2020 by National Youth Leadership Council

All rights reserved under International and Pan-American Copyright Conventions. Unless otherwise noted, no part of this book may be reproduced, stored in retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without express written permission of the publisher, except for brief quotations or critical reviews.

Permission is granted for individual readers, parents, teachers, and group leaders to photocopy pages for personal, home, classroom, or group work.

National Youth Leadership Council
463 Maria Avenue North
Suite 108
St. Paul, MN 55106
www.nylc.org

ACKNOWLEDGMENTS

Heartfelt thanks to all of those who contributed to this original work, whether conceptualizing, reviewing, editing, or designing. Thanks to Amy Meuers, NYLC CEO, for her leadership and support. Thanks to Hannah Reese and MaryKathyrine Tran for their early work, and to Elizabeth Koenig, Sarah Basset Kim, Susan Root, Julie Rogers Bascom and Maddy Wegner for their ongoing development of the manuscript.

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



FOREWORD

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

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

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

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

For more support, visit www.nylc.org or contact any statewide afterschool network www.statewideafterschoolnetworks.net

Serve. Learn. Change the world.®

NYLC

WHAT IS SERVICE-LEARNING?

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

Three phrases in this definition are particularly significant.

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





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

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

When young people understand that people in their community are hungry and choose to address that issue by planting a garden with community members to address the need for fresh produce – that is service-learning.

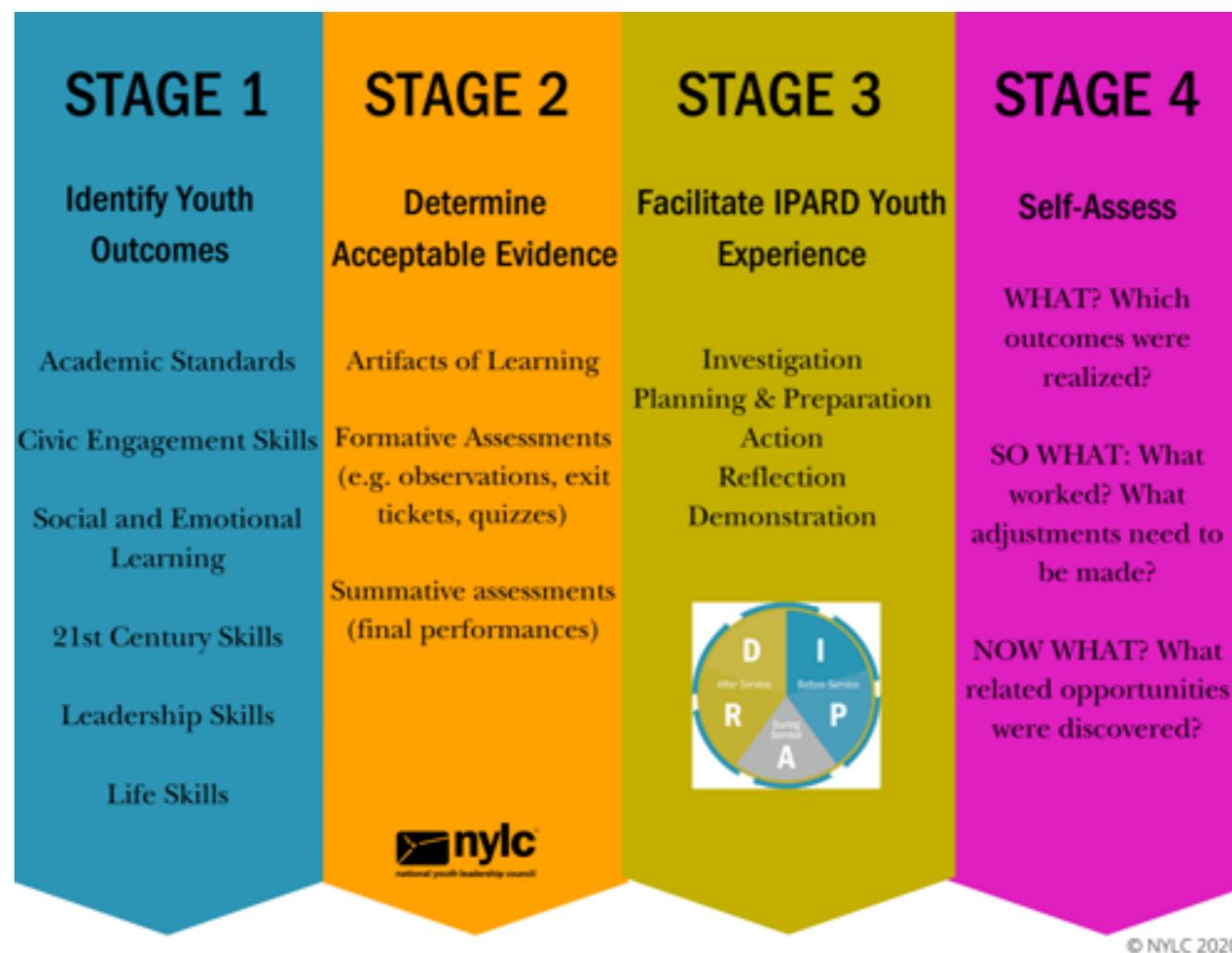
All service does not look the same. Service-learning projects may be **direct** (e.g. reading to children), **indirect** (e.g. developing books for children), or **advocacy-related** (e.g. promoting multilingual instruction before a school board.)

K-12 Service-Learning Standards for Quality Practice

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

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





The Four Stages of Service-Learning

For the adult facilitator of the service-learning experience, these four stages represent their “wrap-around” experience.

In Stage One, the facilitator identifies the areas of growth desired, whether in the realms of leadership, civic engagement, or academics.

In Stage Two, the facilitator establishes how to assess for understanding of these concepts. Perhaps it’s in a reflection activity at the end of each session, or through a final rubric assessing the presentation skills developed throughout the process.

In Stage Three, the “IPARD” process is the youth experiences, in which young people take leadership and facilitators support their growth.

Stage Four is the adult’s opportunity for reflection, connecting the youth outcomes to the original goals of Stage One and assessing whether the experience was as strong as possible for future adaptation and replication.

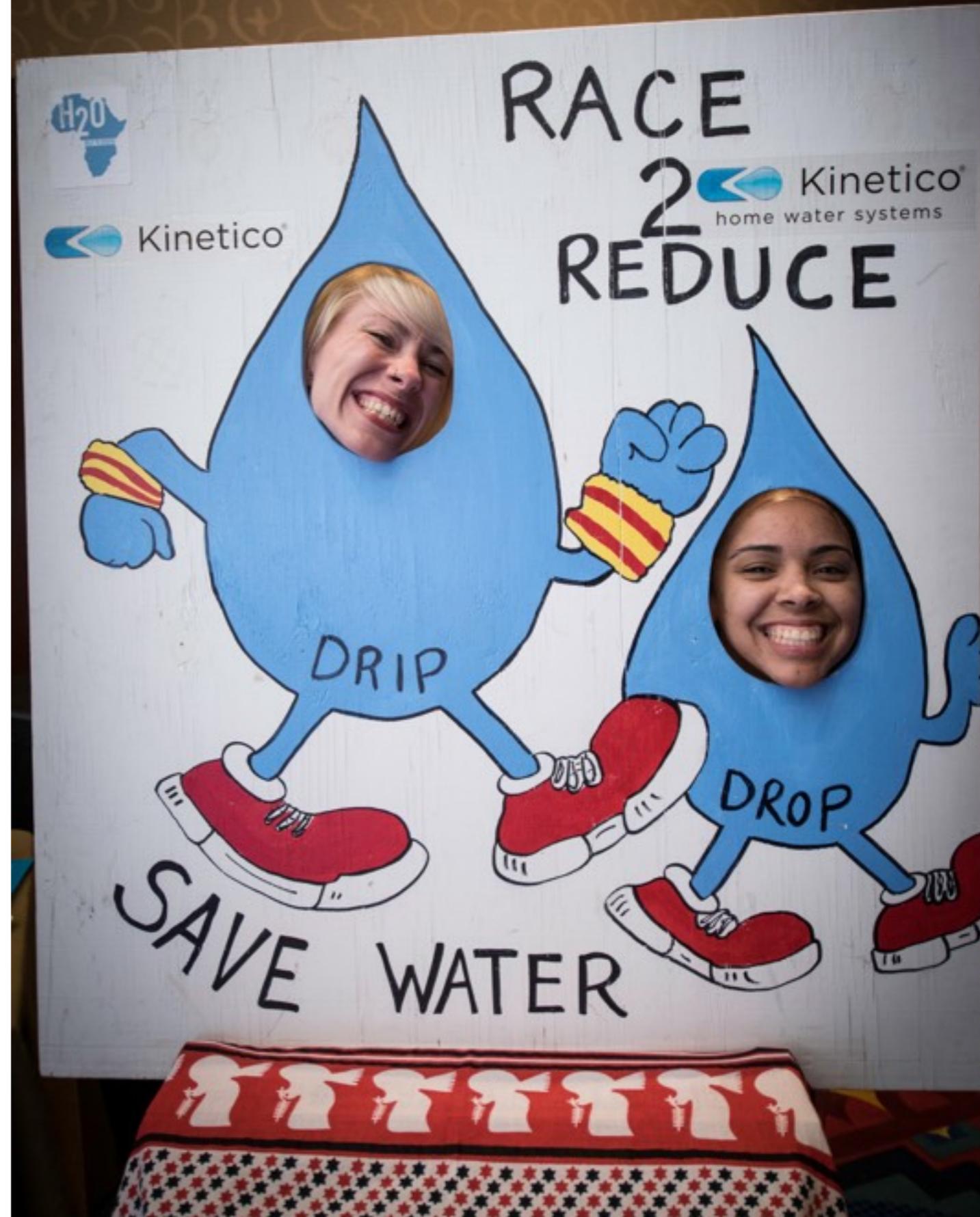
WHY SERVICE-LEARNING?

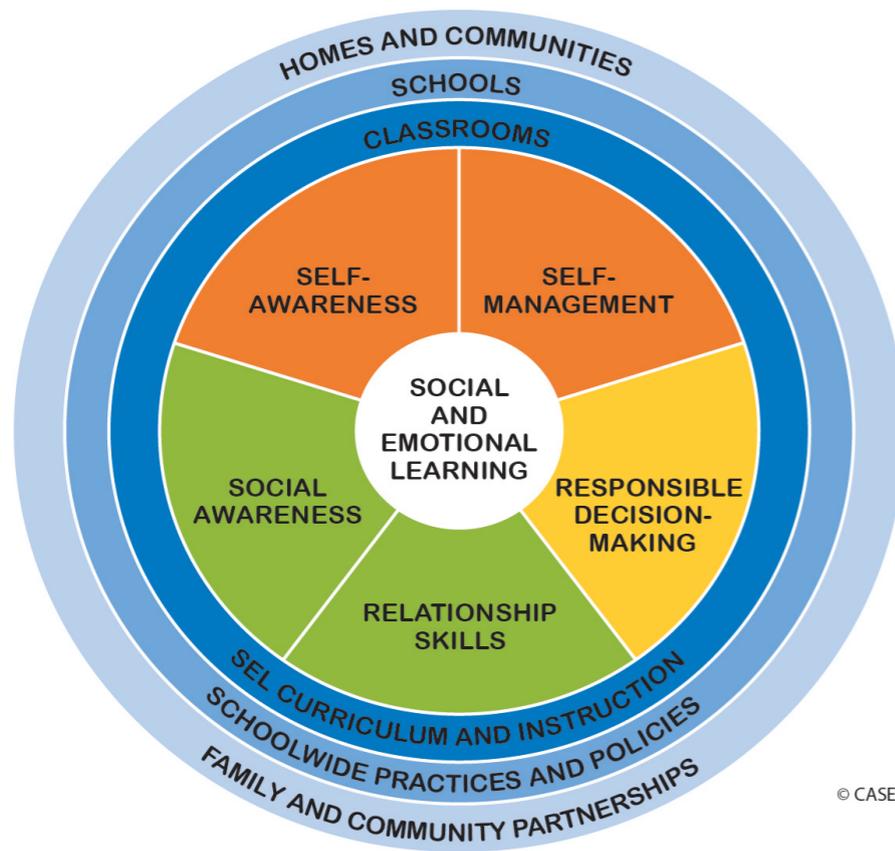
Using service-learning in afterschool programs offers unique opportunities for young people to experience a new type of learning in an informal setting. As Rivka Burstein-Stern writes in *United We Serve: Afterschool and Service-Learning*:

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

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

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





© CASEL 2017

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

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

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

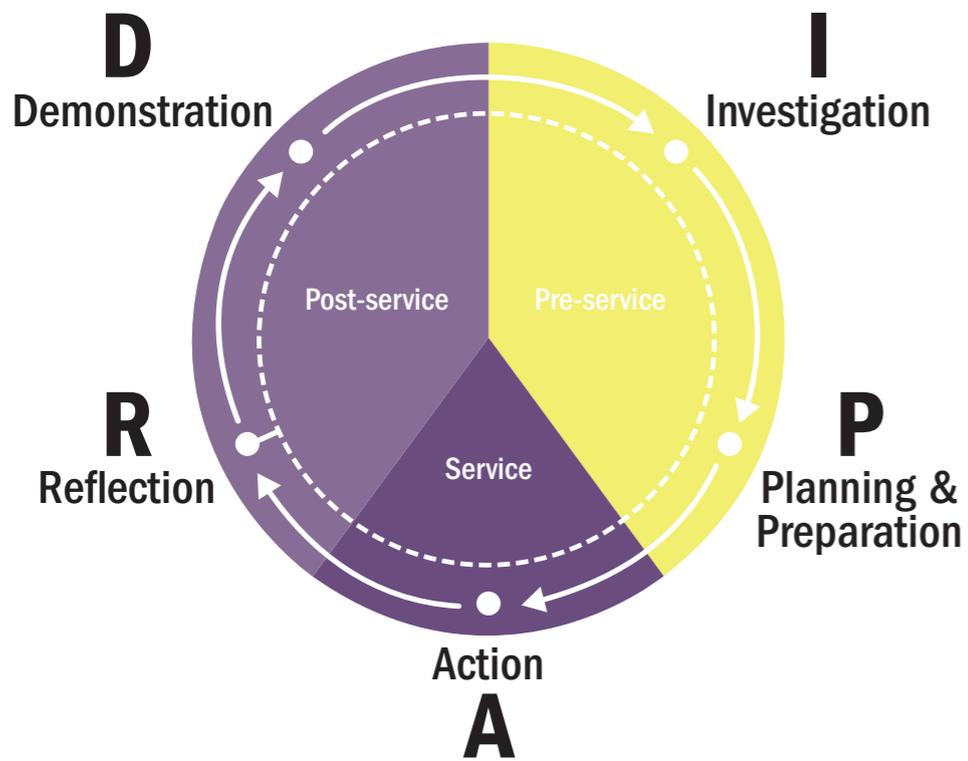
Furthermore, service-learning projects allow for development and application of 21st Century Skills development, particularly in the realm of learning and innovation:

- Critical thinking
- Communication
- Collaboration
- Creativity

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

(From:

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



The IPARD Process

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

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

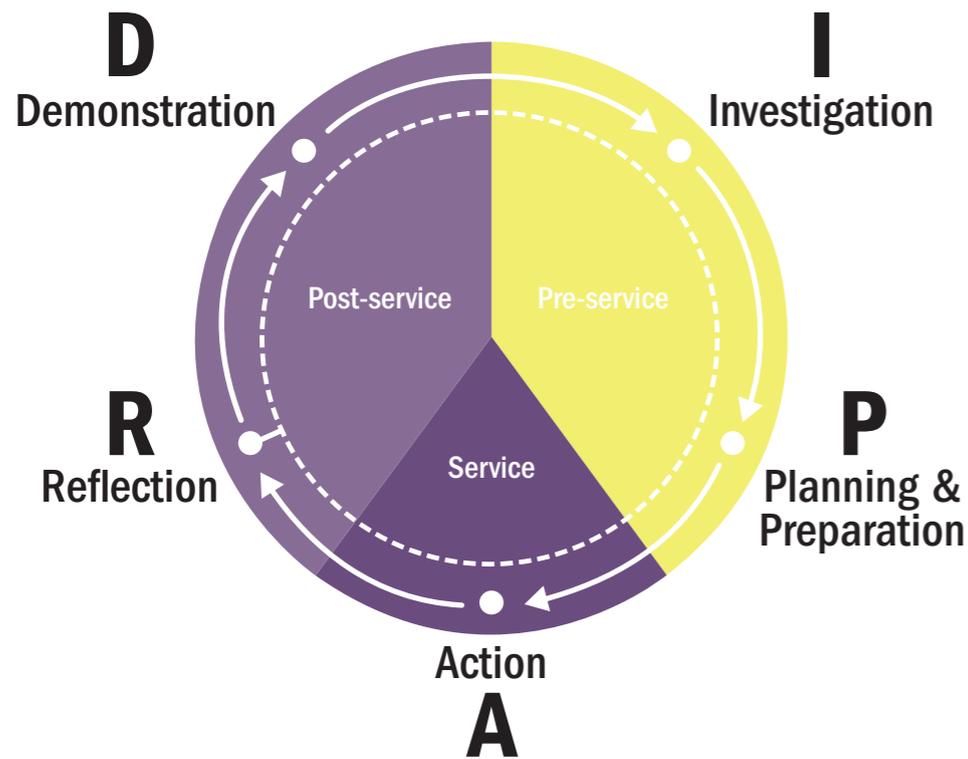
Given the range of afterschool settings, the session plans included in this facilitators’ guide approximate a 20-hour program. **Please note, however, that many aspects of the service-learning IPARD cycle can be adapted to fit the available time.**

Investigation

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

Planning and Preparation

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



Action

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

Reflection

This step is continual, happening before, during, and after the service when critical thinking skills are most engaged.

While many approaches work, reflecting at the end of each session is often the obvious time to maximize learnings from the day and prepare for the next session. Before the action takes place, a “pre-reflection” conversation offers opportunities to understand perspectives and potential biases.

- At the end of the experience, young people reflect about the outcomes of their projects and get feedback from their demonstration presentations.
- They look ahead to next steps for future service-learning projects, analyzing whether they have addressed the root cause of an issue, or need another project to more fully address the issue.

Demonstration

- Young people prepare to demonstrate their learnings to stakeholders, developing posters, PowerPoints, or artwork as presentation materials.
- Young people demonstrate what they have learned throughout the process – often through a more formal presentation to stakeholders such as school board members, parent/teacher associations, or city councils to gain responses to their work and increase their impact.

ABOUT THE HANDBOOK

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

Each session begins with a **“warm-up” activity**, an experiential way to learn names, and grow from acquaintances to allies over the course of the sessions. Facilitator tips are distributed throughout the book, marked with a paperclip icon:  The brunt of each session focuses on a step in the service-learning experience, and each session ends with a **reflection activity**. Often these are in the form of a question prompt, for which the answer is a “exit ticket” -- a way for the facilitator to develop a formative understanding of where individual participants are in their grasp of the issue they are addressing and in their own progress on social and emotional skills development.





© CASEL 2017

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

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

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

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

(Find the survey on page 24.)



Additionally, the **21st Century Skills** of “Learning and Innovation” which include creativity and innovation; critical thinking and problem-solving; communication, and collaboration, are a feature of the sessions -- and each session plan lists the target skill areas for development. (http://www.p21.org/storage/documents/docs/P21_framework_0816.pdf retrieved May 16, 2018.)

Knowing that students with disabilities also can exercise leadership in service-learning, we recommend the **National Service Inclusion Project** handbook *Creating an Inclusive Service Environment* for adaptations and support. (<http://serviceandinclusion.org/handbook/index.php>)

Also, the **National Afterschool Association** has developed quality standards, of which their first standard, “Human Relationships” is especially relevant to NYLC’s approach to service-learning.

3. Staff encourage children and youth to make choices and to become more responsible.

- a) Staff offer assistance in a way that supports a child’s initiative.
- b) Staff assist children without taking control, and they encourage children to take leadership roles.
- c) Staff give children many chances to choose what they will do, how they will do it, and with whom.
- d) Staff help children make informed and responsible choices.

4. Staff interact with children and youth to help them learn.

- a) Staff ask questions that encourage children to think for themselves.
- b) Staff share skills and resources to help children gain information and solve problems.

(<http://naaweb.org/images/NAAStandards.pdf>)

Learning Objectives

Participants will be able to:

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

Materials

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

SESSION 1

COMMUNITY-BUILDING

Activity #1 : Handshake Mingle

Time: 20 mins.

Directions:

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



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

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

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



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

“Share your favorite joke.”

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

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

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

“What accomplishment are you most proud of?”

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

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

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

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

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

Activity #2: Overview of program

Time: 5 mins.

Directions:

This is a valuable time to provide the structure and details of the program.

This information can include:

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

Activity #3: Developing Group Norms

Time: (5 mins.)

Directions:

Write on a board or large piece of paper:

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

Ask group:

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

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

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

Directions:

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

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



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

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

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



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

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



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

4. Gather a **group consensus** on whether all agree or identify areas of disagreement/clarifications. An optimal total number is five-seven.
5. **READ ALOUD** the final group norms.



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

Activity #4: Reflection via Exit Tickets

Time: 5 mins.

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

Have participants answer the question:

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

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



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

Learning Objectives

Participants will be able to:

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

Materials

- Group norms, posted
- post-its or scrap paper
- pens/pencils
- access to internet (and projector, if possible)
- pre-surveys, copied (pg. 24)

SESSION 2

IDENTIFYING ISSUES (INVESTIGATION)

Activity #1: Change-Maker Brainstorm

Time: 10 mins.

Directions:



This prompt can be projected or written on a board.

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

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

(For example, perhaps cyber-bullying is an issue, or there is low participation in a recycling program, or students are concerned about new students coming into a program.)

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

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



Activity #2: High-Five Introductions:

Time: 5 mins.



(Note: This is a modified Stand Up; Hand Up; Pair Up activity.)

Directions:

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



At the end of the activity, ask whether someone would be interested in helping to lead next session's warm-up activity. (Please read ahead to share the facilitation of that next activity, on page 24.)

Activity #3: Issue-Sharing

This is where we often start the service-learning experience -- identifying issues like cyberbullying, the need for new student orientation, or equity in sports -- not, initially, projects.

Time: 5 mins.

Directions:

Tell group: "Let's hear some of what you heard -- issues that you'd like to address."

- List issues on board/paper. As participants share their issues, have them stick their issue post-its to chart paper in the front of the room.

Activity #4: Grouping of Personal Issue Areas

Time: 5 mins.

Directions:

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

Activity #5: Inspiration! (through Nobel Peace Prize Laureate Kailash Satyarthi)

Time: 20 mins.

Directions:

Ask:

- Who knows what the Nobel Peace Prize is? (an international recognition of peace-building given to both individuals and organizations in celebration of significant work -- named after the Swedish man who invented dynamite, and left his will to give monetary awards in six domains, of which peace is one).
- Who knows who Malala Yousafzai is? (the youngest Nobel laureate ever, a Pakistani girl who won for her commitment to girls' education at age 17 -- in 2014)
- What do we know about Kailash Satyarthi? (The chances are good that no one will have heard of him, but he is the man from India who won with Malala for his lifelong fight to end child slavery. He has liberated approximately 85,000 children from lives as rug-weavers across India.)
- Ask group members to listen to this video about when he got started with his lifelong commitment to end inequities for children in India (at age 11, when he began to realize the implications of the caste system which meant that not all children could attend school)

- Watch 15-min Ted Talk: "How to Make Peace? Get Angry!"

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

Following video, reflect by posing the following questions:

- What stood out for you in the video?
- When did Kailash first take action? (11) What was that action? (Collecting books for children.)

- What was his next action? (Convening a dinner for civic leaders, prepared by people considered the lower caste "untouchables.")
- What challenges did he face? (Civic leaders didn't show up, instead went to family home, where they issued penalties to the family and to Kailash. Kailash was to wash the feet of the civic leaders, then drink that water. The family would be ostracized by the community.)
- What did Kailash do in response? (Ultimately, changed his name to "Satyarthi" = Seeker of Truth)
- Think about what you said you wanted to change as a community issue, and see if it matches with something that makes you angry.

Have participants take a moment to revise their issues, if they would like.

Activity #6: Pre-Survey/Reflection on Leadership Styles

Time: 15 mins.

Directions:



Copy pre-surveys for participants, **available on page 24.**

Share the pre-surveys with young people, assuring them that there are no right or wrong answers. The questions simply assess individual styles. Support young people as they circle levels 1-5, reflecting their comfort with each statement. Collect the pre-surveys as "exit tickets" as the young people leave.

Pre-/Post-Survey on Leadership Strengths

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

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

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

Disagree Agree
1 2 3 4 5

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

Disagree Agree
1 2 3 4 5

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

Disagree Agree
1 2 3 4 5

4. I stay focused even when there are distractions.

Disagree Agree
1 2 3 4 5

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

Disagree Agree
1 2 3 4 5

6. I know when someone needs help.

Disagree Agree
1 2 3 4 5

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

Disagree Agree
1 2 3 4 5

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

Disagree Agree
1 2 3 4 5

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

Disagree Agree
1 2 3 4 5

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

Disagree Agree
1 2 3 4 5

Learning Objectives

Participants will be able to:

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

Materials

- Markers/pens
- Group Norms, posted.
- Groupings of project ideas on wall
- Project folders
- Large paper, divided into three columns labeled K, W, and L
- Post-its or scrap paper
- Butcher paper for drawing body outlines
- Copies of summary of Kailash Satyarthi's work to free enslaved children (pg. 29)

SESSION 3

IDENTIFYING PASSIONS

Activity #1: Name Tag Scavenger Hunt

Time: 10 mins.



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

Be sure that they know to:

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

Directions:

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



Activity #2: Identity Outline

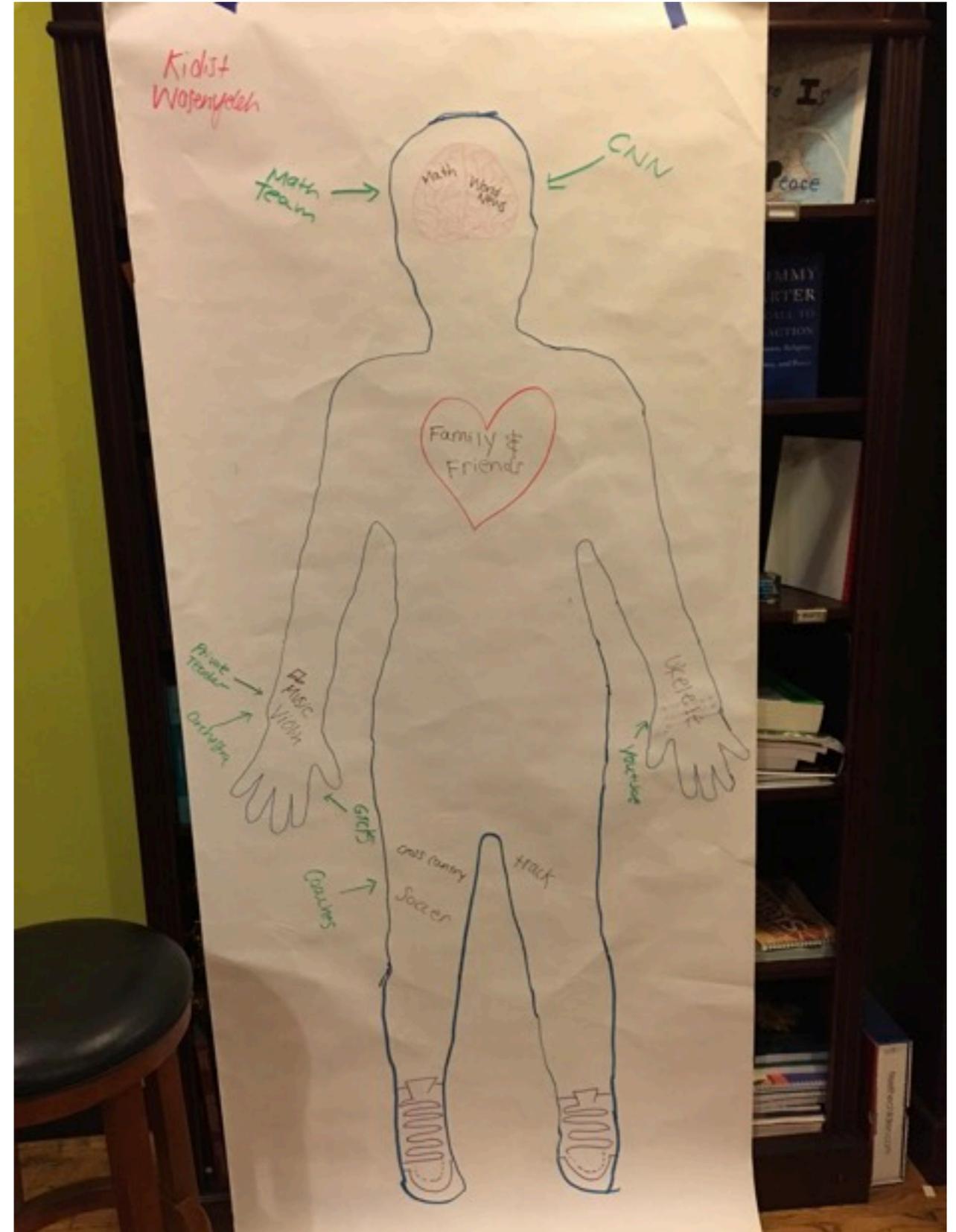
Time (total): 30 mins.

PHASE ONE: (10 mins.)

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

PHASE TWO: (10 mins.)

As participants are wrapping up on the inside of their figures, explain the second step. In this phase, they will identify where they get **support for these passions and interests**. Maybe it's a talented friend or family member, or maybe it's an organization. Push the



participants to think of the organizations. These names will land outside the head, hands, heart, and feet of their figures.

PHASE THREE: (10 mins.)

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

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

Time: 5 mins.

Directions:

- Draw three columns on board, with headers “**K**”, “**W**”, and “**L**”
- Have a participant recap the work of Kailash Satyarthi’s work, for anyone who missed the video during the previous session. (See pg. 29 for a summary of his life.)
- Note that Kailash keeps discovering new and better ways to address the needs of poor Indian children. He knows his passions and strengths -- as participants should also, given the last activity -- and where these passions meet the needs of the community.
- Add that the project everyone is about to embark upon can be considered a service-learning project.

- Ask participants: “So, what do you know about service-learning?” Then fill in what they “**K**”now.
- Next, ask: “What do you **WANT** to know?” (Based on their possible confusion over areas that landed in the “**K**” column.) Wait to deal with the “**L**” column until the end of the session.



Talking Points:

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

Activity #4: Service-Learning Issues

Time: 10 minutes

- Have issue **post-its posted** and grouped.

- Based on the youth-identified issue areas, have participants **get into groups** with others who share their interests in an issue area. Aim for no more than two-three per group.
- Have each group share what **issue they care about**. Also have them share what MORE they need to know about the issue in order to develop a way to address it.
- Advise them that this exploration of the issue will result in a small-scale service-learning project, one that can be accomplished in one-two sessions/hours later in the program.



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

- Share post-its with facilitator upon exit.



NOTE: Check to see if anyone is interested in leading the warm-up activity next session, and provide them with directions for the warm-up on page 29.

Activity #5: Exit Ticket Reflection

Time: 5 mins.

Directions:

Hand out post-its.

Pose question (on white board or verbally):

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

Kailash Satyarthi

2014 Nobel Peace Prize laureate (shared with youngest laureate ever, Malala Yousafzai)

How did a young man born into a high caste in India come to free 85,000 children from slavery? Nobel Peace Prize Laureate Kailash Satyarthi offers a surprising piece of advice to anyone who wants to change the world for the better: Get angry at injustice. His lifetime of peace-making sprang from a lifetime of outrage.

As a young child, he became aware that not all children were able to attend school, based on their last names – which indicate their “caste” or rank in Indian society. Not only were many poor children unable to attend school, most were forced to work long hours in rug-making or brick-making facilities. So, at age 11, Kailash developed a soccer club to raise money to pay the school fees for poor children in his community. He also established a textbook bank and solicited donations from classmates and friends.

While he continued school, his outrage continued to develop. At age 16, he tried to gather civic leaders for a dinner, prepared by people of the lower caste who are considered “untouchables.” Though the leaders agreed to come, no one showed up. Instead they punished Kailash and his family, imposing a penalty on Kailash in which he would wash the feet of the community elders and be forced to drink the water used for washing.

While Kailash continued his studies, eventually becoming a civil engineer, he remained outraged that these opportunities were not equally available to all -- and that forced marriage at an early age was an expectation for many girls. So, at age 26, he created his own nonprofit called “Save the Childhood.” With other like-minded people, Kailash would seek out children in these factories, and physically free the working children -- risking their lives by doing so. The youths then came to residential sites Kailash developed, where they began their education and rehabilitation.

To date, the group has liberated nearly 85,000 children. For this work, he received the Nobel Peace Prize in 2014, with the youngest Nobel laureate ever: Malala Yousafzai of Pakistan.

To help others understand his work, he reminds us to get angry, develop an idea, and take action!

Learning Objectives

Participants will be able to:

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

Materials

- Identity Outlines, posted
- White board or chart paper
- Markers
- Group Norms, posted
- KWL Paper on Service-Learning
- Know What You Know BINGO sheets (pg. 34, copied for group)
- Copies of IPARD Circle (pg. 35)

Project Folders containing:

- Question-Posing Forms
- Summary Sheet, Kailash Satyarthi's work (pg. 29)

- Access to the internet

SESSION 4

INTRODUCING THE SERVICE-LEARNING PROCESS

Activity #1: Know What You Know Bingo

Time: 15 mins.



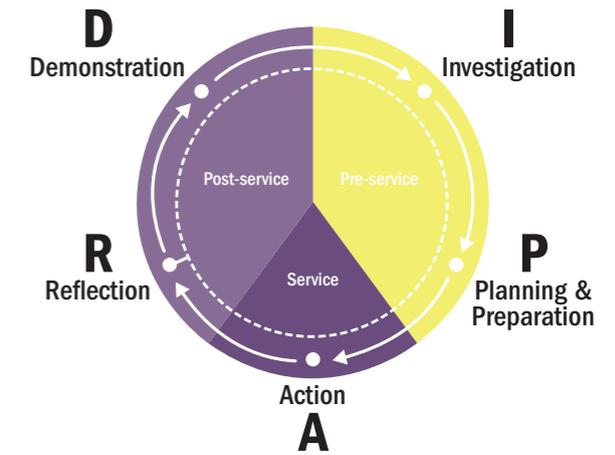
If young people volunteered to lead this warm-up activity last time, share the directions with them ahead of the session.

Be sure that they know to:

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

Directions:

- Hand out **Bingo sheets** (pg. 34)



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

Reflection Questions:

Ask:

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

Activity #2: Introducing the IPARD Process

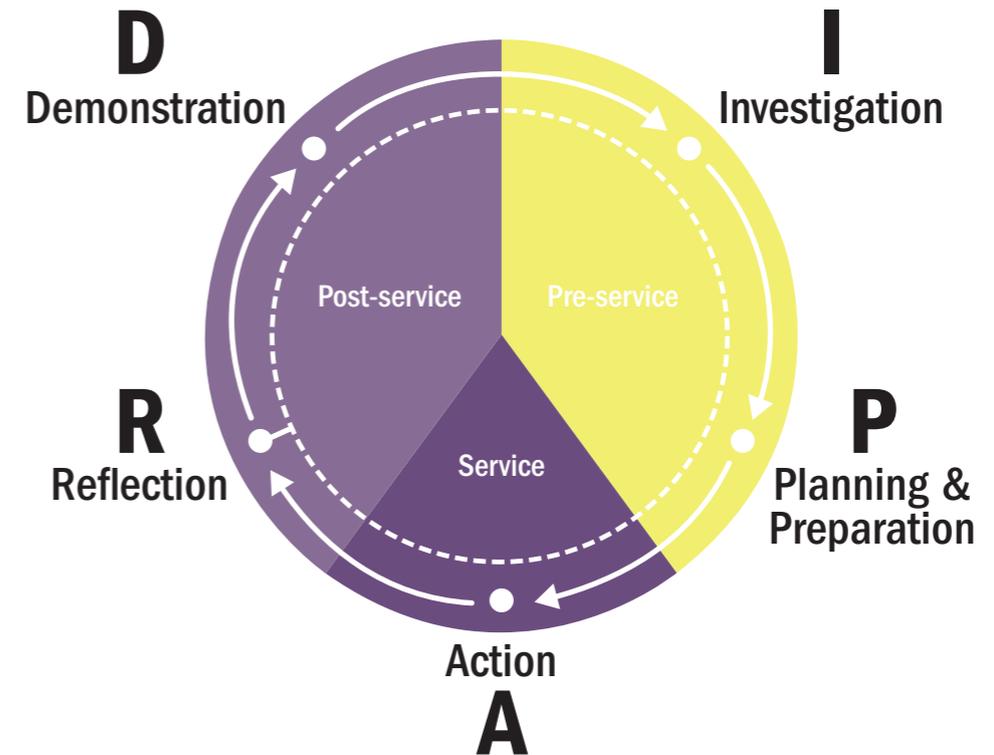
Time: 20 mins. (total)

Directions: (5 mins.)

- Refer to the previous K, W, L notes on service-learning (posted).
- Share **copies of the IPARD chart** (pg. 35) and have everyone look at the 5 stages.

- Note that IPARD is the service-learning process, and that it's rooted in QUESTION-POSING.

The process involves:



- **Investigation:** Through investigation, identify a genuine community need and its root causes.
- **Planning and Preparation:** Based on investigation of the community, identify a service project with clear goals, timeline, roles, and follow up.
- **Action:** Participants implement the plan through service. Throughout the service, participants collect evidence of their project and impact.

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

Activity #3: Think-Pair-Share on IPARD

Time: 15 mins.

Directions:

- Share blank handouts of IPARD.
 - Do a quick review of Kailash Satyarthi’s efforts to equalize access to education in India.
 - For those who missed Session #2’s viewing, have a laptop station set up to view “How to Make Peace? Get Angry!” featuring Nobel Peace Prize laureate Kailash Satyarthi’s https://www.ted.com/talks/kailash_satyarthi_how_to_make_peace_get_angry
 - Those who have seen the video participate in the following activity:
1. **THINK:** Have individuals think back to Kailash’s work and what he did at each stage of IPARD. (For example, Kailash investigated the issue of equal access to education as a young person, at age 11, when he grew aware that not all of his peers could afford school. He planned and prepared, at age 16, by working with people of the lower “untouchable” class to develop a dinner for civic leaders, and invited those leaders to the dinner. He tried to

act, by hosting the dinner. Instead, he reflected on why his actions hadn’t been successful, and decided to change his last name from an upper caste “Brahmin” name to “Satyarthi” which means “seeker of truth.” He demonstrated his learning by taking his actions further, starting a nonprofit and working with others to help free enslaved children -- work that continues today.)

2. **PAIR:** Have participants turn to a person next to them to compare lists of what he did at each stage of IPARD.
3. **SHARE:** Do a large group sharing of what participants identified as Kailash’s IPARD steps.

Activity #4: Introducing the “Question Formulation Technique”

Time: 10 mins.

Directions

- Post a large sheet of paper at the front of the room, with the statement:

“The root causes of homelessness.”

written in the middle.

- Ask if participants know the difference between “**closed**” and “**open**” questions (i.e. closed usually have a one-word answer, while open questions have multiple-word answers that lead to further explanations.)

Explain that this process is intended to generate good questions -- NOT answers.

- Tell the group that they will go be going through a process known as the “**question formulation technique**” within their issue groups.
- This large-group activity is meant to model that process.
- Tell the students that they are going to generate as many OPEN questions as they can about homelessness. You will be documenting them, word-for-word.
- Then, as a large group, you’ll review them, making sure there are not CLOSED questions.
- Then, you’ll choose the top three questions, and discuss why they are the strongest.
- Alert participants that during the next session, they’ll be doing the same process in small groups.

(From: http://hepg.org/hel-home/issues/27_5/helarticle/teaching-students-to-ask-their-own-questions_507)

Activity #5: Exit Ticket Reflection/Snowball

Time: 15 mins.

Directions:

Ask participants to write “HOPE” on one side of a sheet of paper and “CONCERN” on the other side. Then, they should crumple them up and put them in a box as they exit the room.

Ask them to write about:

1). What is your greatest hope for your issue?

2). What is your greatest concern about it?

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

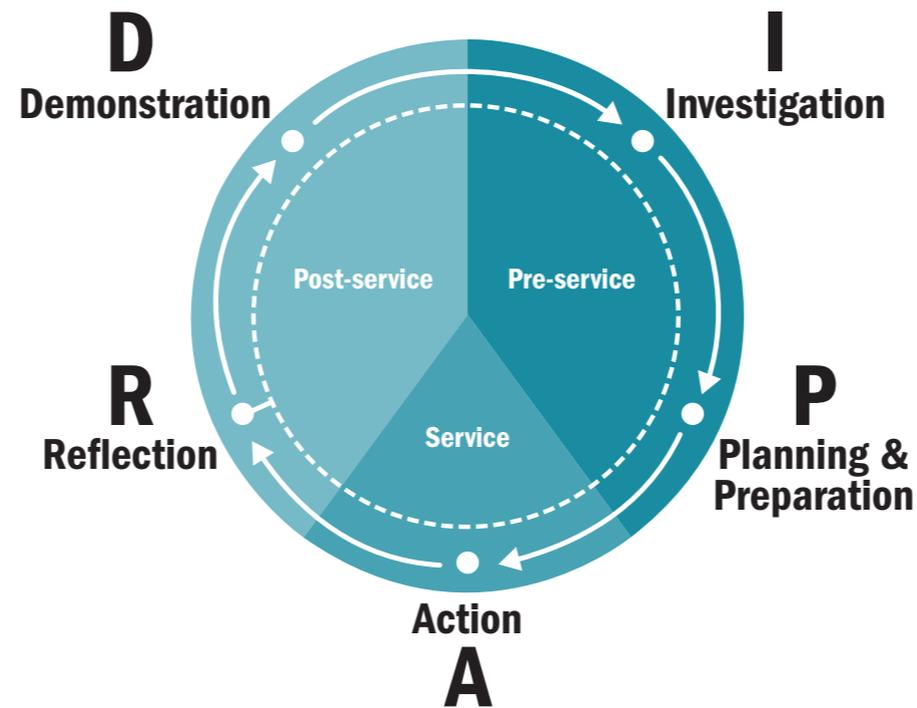


Check to see if anyone is interested in leading the warm-up activity next session, and provide them with directions for the warm-up on page 35.

Know What You Know Bingo

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

The IPARD Framework represents the student-centered inquiry model in a service-learning project. Prior to the activities in this framework, educators and project organizers have identified student goals and objectives aligned with assessments.



Investigation

Through research and inquiry, students and partners identify a genuine community need and its root causes.

Planning & Preparation

Based on initial research, students identify a realistic and meaningful service project with clear goals, timeline, roles, and follow-up.

Action

Project participants implement the plan through direct, indirect, or advocacy-based service. Throughout the act, participants collect evidence of their project and impact.

Reflection

Through a variety of cognitively challenging activities, reflection takes place at every stage of the cycle to assist in understanding the connection between what is being learned and the action taken.

Demonstration

Students showcase learning and community impact to stakeholders and supporters while making recommendations for sustainability and expansion.

Learning Objectives

Participants will be able to:

1. Identify all group members by name. (SEL: social awareness + relationship)
2. Know how to develop critical questions, in small groups, worthy of online or in-person research. (SEL Skill: Self-management, relationship-building, + decision-making.)
3. Explain the benefits of addressing their issue. (21st Century Skill: Learning: Communication)

Materials

- Group Norms, posted
- Crumpled reflection “snowballs” (from previous session).
- Poster-sized chart paper
- Markers
- Project Folders, containing Question Forms (for top three questions on issue) pg. 39.
- Summary Sheet, Balinese sisters’ “Bye, Bye Plastic Bags”
- Internet access

SESSION 5

QUESTION DEVELOPMENT (INVESTIGATION)

Activity #1: The Company You Keep

Time: 10 mins.



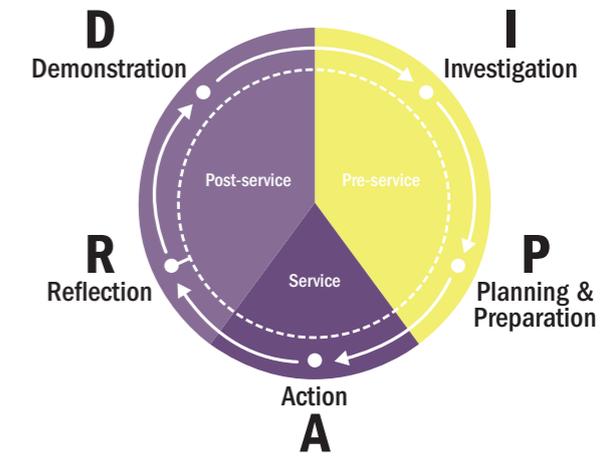
If young people volunteered to lead this warm-up activity last time, share the directions with them ahead of the session.

Be sure that they know to:

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

Directions:

- Gather people standing in the middle of empty floor space.
- The facilitator should have in mind a list of **categories**, for example, birthday months, favorite something, the hand with which you write, the color of your shoes, etc.
- The facilitator calls out a category. The participants locate, as quickly as possible, all the people whom they would associate with the given category.



- For example, right-handers get together as do left-handers. If there are more than two choices possible – birthday months, for example – there will be more than two groups.
- When participants have formed the clusters, ask them to shake hands with “the company they keep,” and introduce themselves to each other.
- Announce the next category and continue having the participants divide into groups until the categories are exhausted. (From: http://hepg.org/hel-home/issues/27_5/helarticle/teaching-students-to-ask-their-own-questions_507)

Activity #2: Introducing Small Group Work on Developing Questions

Time: 5 mins.

Directions:

- Have participants get into their **service-learning issue groups**.
- Let groups know that they will be presenting their issue areas to the larger group for feedback in four sessions.
- The focus of this session is to **develop questions** related to the root causes of their issues.
- This will be accomplished by:
 - developing questions about the issues, using “**Question Formulation Technique**” known as QFT.
 - walking the “community” (the scope of which is determined by the issue) to identify prospective partners for information-gathering interviews.

-- researching online.

- Ask if anyone who was part of the last session can describe the QFT steps. (1. Brainstorm as many questions as you can in response to the statement; 2. Review questions to make sure that all are open, not closed; 3. Prioritize questions, choosing the top three.)

Activity #3: Small Group Work: Developing Questions

Time: 15 mins.

Directions:

- Share large sheets of paper and markers with each group.
- Introduce the idea of “root cause” by explaining that it is usually the real reason for an issue. Typically, we see the symptoms of the root cause of an issue. An example would be starting a recycling program. While that is a great idea, and necessary, think about WHY we need recycling. There’s a common practice in business that you have to ask yourself “why” five times before arriving at the “root cause” of an issue. It is worth doing this in your groups.
- In the project-specific groups, have participants generate QUESTIONS in response to the following Question Focus:

The root causes of your issue.

(For example, if the issue is hunger, one root cause might be low minimum wages or food deserts.)

Let young people know that QFT helps with generating questions, and that they will need to follow these steps:

1. Think of as many questions as they can about “The root causes of your issue”; write them down exactly.
2. Turn any statements into questions.
3. Make sure that the questions are open (not closed) -- that is that the questions cannot be answered in a single word. Typically open questions begin with “Why...?” or “How...?”.
4. Each issue group will choose their top three questions, and be able to explain WHY they’re the top three.

Activity #4: Sharing Questions

Time: 15 mins.



Directions:

- Tell participants that this is where they use their active listening skills.
- As each group shared its questions about their issues, others listen for any questions that seem more “closed” than “open,” and offer suggestions.
- Have group share their top three questions.
- Ask groups how far down their lists of questions were that became their “Top Three.” (Note that often the top questions are much further down the list.)

Activity #5: Reflection/Exit Ticket

Time: 15 mins.

Directions:

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

At this point, what do you think is the root cause of your issue? Why?

Have participants ask themselves “Why” five times, and jot down their answers on the exit ticket, to see if they unearth a new root cause. *(Note that this is a business process originated by a mechanic at Toyota during the evolution of its manufacturing methodologies. It is considered a transferable approach to problem-solving.)*



Check to see if anyone is interested in leading the warm-up activity next session, and provide them with directions for the warm-up on page 40.

Questions FORM
for Community Research

Name: _____

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

1. What is your first question from the QFT activity*?

What is your follow-up question or step for the information you discovered?

2. What is your second question from the QFT activity?

What is your follow-up question or step for the information you discovered?

3. What is your third question from the QFT activity?

What is your follow-up question or step for the information you discovered?

Reflection Question:

- Have you found at least one local and one global resource on your issue?

**Question Formulation Technique*

Learning Objectives

Participants will be able to:

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

Materials

- Group norms, posted
- Project folders, containing:
 - Research questions related to issues. (pg. 39)
 - Fist-to-Five Forms (pg. 42)
 - Emoji posters (pg. 43)

SESSION 6

ISSUE RESEARCH (INVESTIGATION)

Activity #1: What's in a Name?

Time: 15 mins.

Directions:



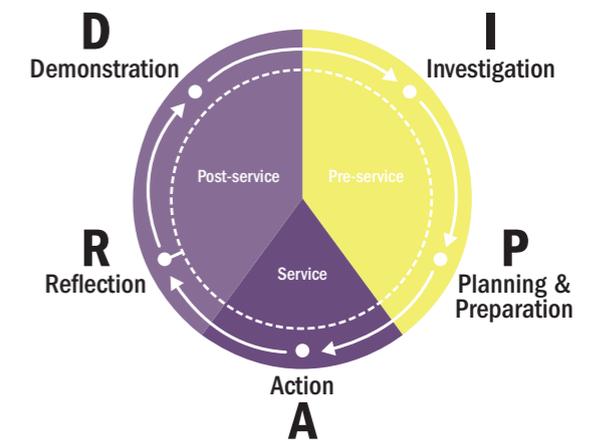
If young people volunteered to lead this warm-up activity last time, share the directions with them ahead of the session.

Be sure that they know to:

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

Directions:

- Ask people to pair up. (It doesn't matter if two good friends are partners for this.)
- Everyone needs to choose one of their names -- first, last, or middle -- any name that has a story behind it. (It can be as simple as, I'm a "Junior" because my Dad's name was also X.) Share the story.
- Please ask that each person also share the pronoun he/she/they would like used.



- Then, each person introduces the partners with their stories.

Activity #2: Large Group: Preparing for Issue Selection

Time: 10 mins.

Directions:

- Distribute the Fist-to-Five Forms (pg. 42).
- As a large group, brainstorm the parameters by which the selected issue areas (like homelessness, hunger, poverty, injustice, pollution, sexism, etc.) will be evaluated to determine which issue the group will address as a whole.
- Require three criteria and provide the following rationale: These criteria will help determine whether issues can be addressed in the scope of the program. (Such realities as whether the issue has a local impact; whether there are ways to address the issue in two hours of action; whether there are some local potential partners on the issue = good criteria.)
- Discuss and agree on three criteria, and have youths write those three criteria that will be applied to their issue areas on their blank Fist-to-Five forms.

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

Activity #3: Research

Time: 20 mins.

Directions:

Using whatever resources are available -- whether phones or site-based library -- have participants find out what they can about their issue, locally and globally.

Have them use the **question-posing form** to document the information they find, and what local outreach can be done as a result.

Activity #4: Four Corners Emoji Reflection

Time: 15 mins.

Directions:

Ask participants to go to the emoji that illustrates how they're feeling about the work so far.

Once in the four corners of the room, have them share with each other why they feel as they do.

Do a large group sharing for problem-solving, beginning with the group that uses the "confused" emoji.



As a facilitator, it is wise to let the site/school supervisor know that during the upcoming session, students will go on a "walkabout" of the site and may be asking questions of adults or other youths on-site.



Check to see if anyone is interested in leading the warm-up activity next session, and provide them with directions for the warm-up on page 40.

Name: _____

Fist to Five!: Criteria-Based Decision-Making

Fist-to-Five is a quick way to move from issues and needs to projects and to assess both the issues' and the projects' viability. The process helps build consensus, since literally every vote counts, and the count is visible.

Step 1: **List the Issues:** List the issues that you identified from your needs assessment down the left side of your chart.

Step 2: **Establish Your Criteria:** Across the top row of your chart list three criteria that you will use to rate the viability or feasibility of addressing each issue. The criteria that you select should be conditions that you believe are necessary to carry out a successful service-learning project. The group facilitator always gets to name one criterion.

For example:

- Perhaps outside funding would be required to address the issue, so **funding** would become one of your criteria.
- Maybe the timeframe for addressing the issue is longer than the time allowed, so **timeframe** becomes one of your criteria.
- Maybe the facilitator's concern is whether every participant can easily have a role in addressing the issue, so **inclusivity** becomes a criterion.

Step 3: **Rate the issues, according to the criteria you established:** Once the criteria are established, young people present their issues and everyone (including the facilitator) votes on the criteria with a 0-5 (fist to five) hand score: 5 fingers being the strongest positive vote and closed fist being a 0. In other words, rate each issue according to each of the three criteria.

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

For example:

Issue	Criterion #1:	Criteria #2:	Criterion #3:	Average	
(for example...)	timeframe	extra \$\$ required	inclusivity		
cyber-bullying	4	0	3	2.3	
recycling	5	3	3	3	



Participants will be able to:

1. Contribute to a group story. (21st Century Skill: Learning + Innovation: Creativity)
2. Understand and execute a role as information-gatherer. (SEL Skill: Self-Management)
3. Report preliminary findings of research (21st Century Skill: Learning + Innovation: Collaboration + Communication)

Materials

Group norms, posted.

Project folders, containing:

- Question-posing form (pg. 39)
- Fist-to-Five Form (pg. 42)

SESSION 7

COMMUNITY WALKABOUT (INVESTIGATION)

Activity #1: The Tree and Me

Time: 15 mins.



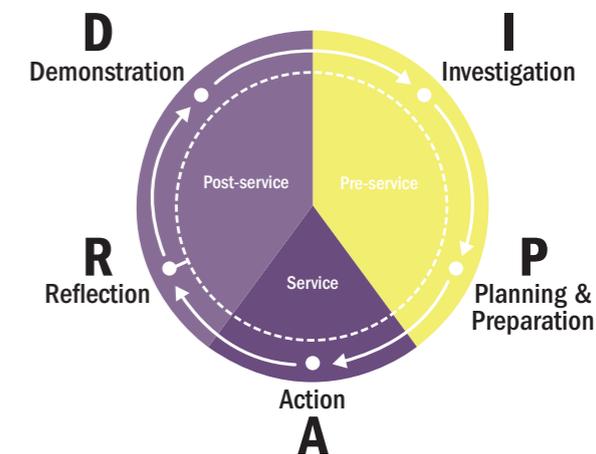
If young people volunteered to lead this warm-up activity last session, share the directions with them ahead of the session.

Be sure that they know to:

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

Directions:

- Have all participants gather in a circle.
- Begin this activity by standing in the middle of the circle, arms raised, and saying, “I’m a tree.” Add a phrase about how this relates to the community Walkabout project of the day. “And I provide shade to the Walkabout participants when they’ve been outside checking out their community.” (Note: The theme doesn’t have to be the community Walkabout, but it may help participants make the shift to that focus for the day.)



- When inspired, others (two additional) join you in the center of the circle, adding to the story and acting out whatever they are. (For example, “I am the paper survey that blew up against the tree.”)
- A third person is inspired to be something else. (For example, I am the pen that writes the answers to the survey.”)
- Once three people, total, are in the middle, the person who started the story takes one of the players and exits the scene, leaving one other in the middle, and saying, “I’m a tree, and I’m taking the paper (for example) with me.”
- The remaining object, the pen, waits for two more to move to the center of the circle to continue building the next story, until everyone has been a character in the developing drama.

Activity #2: Small Group Prep for Community Walkabout

Time: 10 mins.

Have all gather in their issue groups of two to six participants each. Introduce the Community WalkAbout by explaining that they are going out into the community (however narrowly or broadly defined) to gather more information on the issues they have targeted. If one of the issues is improving recycling participation on-site, the site may be the extent of the “community.” If an issue is bullying, participants may decide that they will survey people they can find in the building and reach out to friends online.

- Make sure that all groups have their question-posing forms (pg. 39).
- Ask that the person with a phone or watch be the time-keeper within each group to get everyone back within 25 mins. after the start time.
- Remind the small groups that the goal is to learn more about the issue so that they get “thumbs up” from the larger group when they present their research on the need to address their issues. There will be a “fist-to-five” vote on each issue, assessing the need to address the issue. (That is, people will vote with one to five fingers, with five representing the strongest vote, on each other’s issues.)

Activity #3: Community Walkabout

Time: 25 mins.



As a facilitator, it is wise to circulate the site, ensuring that participants are on-task, and helping problem-solve.

Activity #4: Reflection/Report-out

Time: 10 mins.

Directions:

- Once regrouped, have groups share one new thing they learned in their Walkabout.



Check to see if anyone is interested in leading the warm-up activity next session, and provide them with directions for the warm-up on page 46.

Learning Objectives

Participants will be able to:

1. Interact as contributing members of a group (SEL Skill: self + social awareness; relationships)
2. Collaborate with group members on compilation of initial project research. (21st Century Skill: Learning and Innovation: Collaboration + Communication)
3. Communicate preliminary findings of research (21st Century Skill: Learning + Innovation: Collaboration + Communication)

Materials

- Group norms, posted.
- Markers (ideally a different color for each project group)
- Talking Stick (any object that can be hand-held).
- Project Folders, containing:
 - question-posing forms (pg. 39)
 - Fist-to-Five Forms with parameters established and listed. (pg. 42)

SESSION 8

PREP FOR ISSUE PRESENTATION (INVESTIGATION)

Activity #1: Energy Moves

Time: 10 mins.

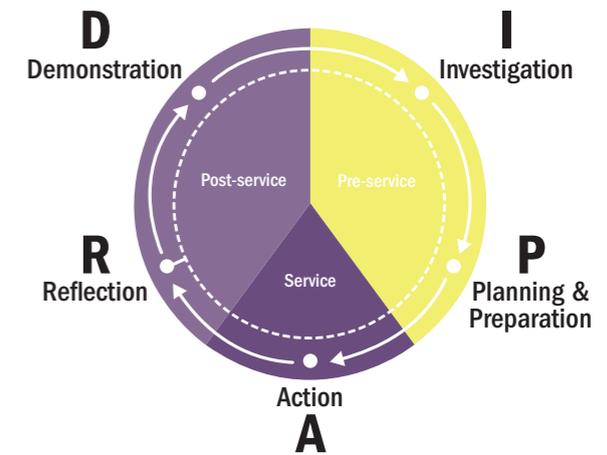


If young people volunteered to lead this warm-up activity last time, share the directions with them ahead of the session.

Be sure that they know to:

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

Directions: Have everyone stand in a circle. As a facilitator, make a noise and a move, like “Kazam!” while jumping. The next person duplicates the move and sound, adds their own, and sends the move/sound combinations around the circle. The goal is to keep the energy high and everyone focused.



Activity #2: Walkabout Reflection

Time: 15 mins.

Directions:

- Have everyone stay in the large circle and move to sit with their issue group members.
 - Introduce the group to the idea of a “**Talking Stick**” -- the hand-held object that allows the person holding it to speak.
 - Let them know that this is an ancient tradition, rooted in a variety of indigenous cultures.
 - The idea is that your awareness of your talking increases when you hold the object.
 - Ideally, the “stick” will help everyone have a chance to speak, and no one dominate the conversation.
 - Pose reflection questions to the group about the previous session’s experience while holding the talking stick, then pass it to the person who is next to speak. Note that everyone can have one “pass.”
1. What is **something that you noticed** during your walk that you hadn’t noticed before about the school/site community?
 2. What **proof of the need** to address your issue did you uncover during the walk?
 3. Were you able to **answer the questions** the group created? If not, who/where do you think you can go for more information?

Activity #3: Small Group Work on Issue Presentations

Time: 30 mins.

Directions:

- Have participants get into their issue groups.
- Have them also get their **Project Folders** containing: information forms from the online research and community Walkabout (the online research forms, question forms, and criteria-based decision-making forms).
- Have groups discuss ways to share their issues, and the data they collected on the need to address their issues locally.
- Ask that they prepare to share their issue, making as persuasive a case as possible for the issue, and ensuring that everyone in group has a speaking/presenting role.
- Challenge them to be creative!
- Presentations should not be longer than 3 mins, followed by 3 mins. for Fist-to-Five voting, and 4 mins. for suggestions for improvement = 10 mins. for each small group.

Activity #4 Group Norms Reflection

Time: 5 mins.

Directions:

Writing Prompt: Think about our group norms. Are there any that the group is struggling with? Please list. Provide an idea about how we could do better on the norm listed.



Check to see if anyone is interested in leading the warm-up activity next session, and provide them with directions for the warm-up on page 48.

Learning Objectives

Participants will be able to:

1. Interact as contributing member of group (SEL Skill: self + social awareness; relationships)
2. Communicate preliminary findings of research. (21st Century Skill: Learning + Innovation: Collaboration + Communication)
3. Make decisions about viability of issue areas. (SEL Skills: relationships + decision-making)

Materials

- Group norms, posted.
- Markers (ideally a different color for each project group)
- Post-its or scrap paper
- Project Folders containing:
 - question-posing forms (with documentation of online resources) -- pg. 39
 - Fist-to-Five Forms (with parameters established and listed).-- pg. 42

SESSION 9

ISSUE PRESENTATION (INVESTIGATION)

Activity #1: Centering Meditation

Time: 5 mins.



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

Be sure that they know to:

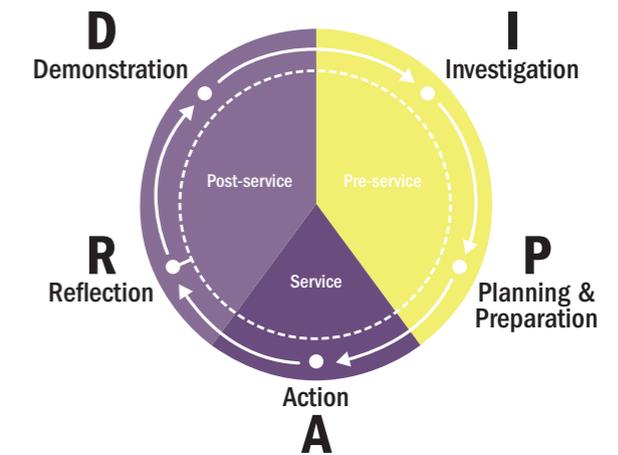
- 1). Introduce themselves.
- 2). Give the name of the game
- 3). Give directions, modeling the actions to the extent possible.
- 4). Ask if anyone has questions.



Refer to

<https://www.mindbodygreen.com/0-17642/3-centering-meditations-you-can-do-in-5-minutes-or-less.html> for options on this meditation. It can be silent, or done with minimal words, using Meditation #1 “The Breathing Meditation” or #3 the “Kindness and Compassion” meditation).

- Have everyone sit in a circle, with their legs crossed in front of them and hands relaxed on knees.
- Ask that everyone close their eyes, and listen to the words of the facilitator.
- If doing the breathing meditation, instruct everyone to take deep breaths all the way into their bellies, hold for a second, then exhale. Repeat this for up to two mins.



If doing the kindness and compassion meditation, instruct the group to close their eyes and begin to breathe slowly, focusing on their inhaled and exhaled. Silently, have them repeat to themselves, "Be happy; be healthy; be easy," for one to two minutes. Next, extend this mantra to someone they love for one to two minutes. Then have them think of someone they might need to forgive and repeat the mantra for another one to two minutes.

Activity #2: Fist-to-Five Voting on Issues

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

Directions:

PREPARATION:

- Have participants get into their issue groups.
- Share with them the Fist-to-Five voting form that should now include the ways each issue will be assessed.
- Draw a diagram on a board or large piece of paper representing the Fist-to-Five Form, with enough horizontal spaces for the number of groups presenting, and vertical spaces for each of the 3 criteria, plus one column for the average of the fingers raised. This can be a quick visual assessment of the fingers raised in the group.
- Have them share their issue areas one group at a time, making as persuasive a case as possible for their issue's viability, based on their research, and making sure that everyone in group has a speaking/presenting role.
- Remind them to be creative!

- Presentations should not be longer than 3 mins, with 3 mins. for Fist-to-Five voting, and 4 mins. for suggestions for improvements = 10 mins. for each small group.

PRESENTATION:

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

DECISION-MAKING:

- After the presentations, call out each of the criteria, and have the large group members raise their hands to show their vote, 0-5.
- Get a quick visual average and record it on the board.
- Then average the 3 scores, to see whether the issue is a 4-5.
- From these averages, choose the issue that the group will address.

Activity #4: Exit Ticket Reflection on Projects

Time:

Directions:

- Ask participants to think about two to **three small-scale projects** that their groups could implement to address the issue.
- Have participants note their ideas on a post-it/scrap paper and hand them in as they leave.



Check to see if anyone is interested in leading the warm-up activity next session, and provide them with directions for the warm-up on page 50.

Learning Objectives

Participants will be able to:

1. Identify the difference between policy and practice, related to their issues. (21st Century Skill: Learning + Innovation: Critical Thinking and Problem-Solving)
2. Establish criteria on which their projects will be assessed (SEL Skill: responsible decision-making)
3. Identify community resources related to their project ideas. (21st Century Skill: Learning + Innovation: Critical Thinking and Problem-Solving)

Materials

- Group norms, posted
- Individual passions outlines, posted
- Project Folders, containing:
 - blank Fist-to-Five forms (pg. 42)
 - project idea forms (pg. 53)
 - Community Partners/Resources forms (pg. 54)
- Enlarged Community/Resource form (pg. 54)

SESSION 10

PROJECT IDEA RESEARCH (INVESTIGATION)

Activity #1: Body Pens

Time: 10 mins.



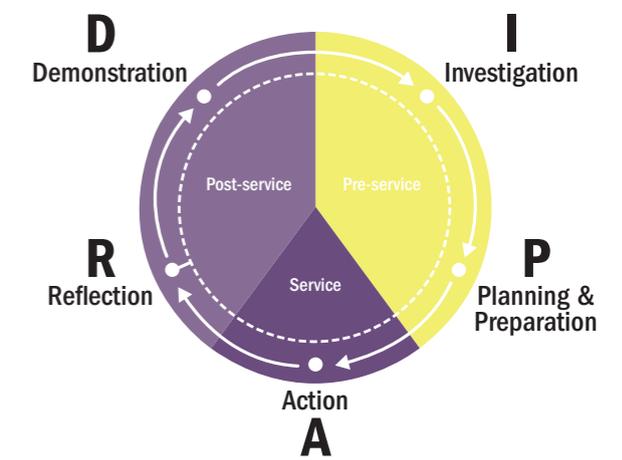
If young people volunteered to lead this warm-up activity last time, share the directions with them of the session.

Be sure that they know to:

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

Directions:

- Have everyone stand in a circle.



- Tell the group that you are going to be spelling words with capital letters, using different body parts. Because the focus of this session is “policy” and “practice”, start with the shorter word. Have people make the shape of “P” with their fingers.
- Have them make the shape of “O” using their elbows.
- Have them make the shape of “L” using their ankles.
- Have them make the shape of “I” using their noses.
- Have them make the shape of “C” using their shoulders.
- Have them make the shape of “Y” using their whole bodies.
- Ask what it spells!
- Ask what it is! (usually a law that governs behaviors).
- Ask if they can provide an example (maybe a driver’s license)
- Then ask, what are practices? (versus policies)? (the behaviors, i.e. driving on public roads for which the policies are developed)
- Ask if anyone has questions about practices versus policies.

Activity #2: Establishing Criteria for Projects

Time: 10 mins.

Directions:

- Tell the group that they will now repeat the voting process they just conducted on their **issue areas** to develop **related project ideas**.
- Let the group know that the projects will need to be able to be completed in **two one-hour sessions** (two hours, total) -- unless the program allows for a more extensive project timeframe.

Appropriately sized projects might include:

- writing an opinion letter to the editor;
- holding a story hour;
- developing and editing a short public service announcement, or
- supporting a nearby service agency with a specific activity.

In addition to the **project size**, ask the group to brainstorm two additional criteria against which the projects should be evaluated.

Have everyone write the **three criteria** on their blank Fist-to-Five voting forms.

Activity #3 Developing Policy and Practice Project Ideas

Time: 10 mins.

Directions:

- Have all participants get back into their **issue groups**.
- Make sure that everyone has a **project idea form** (pg. 53).
- Have them brainstorm project ideas that are either **policy-related** or **practice-related**, based on what they think will help them address root causes of the issues they selected. (For example, maybe their issue is mental health, and they want to affect the POLICY of the number of counselors in schools. Or perhaps they are more interested in affecting PRACTICE, and want to do some awareness-raising to help de-stigmatize mental health issues.)
- Circulate to make sure that each group has at least **one idea**.

Activity #4: Gathering Resource Ideas (as a large group)

Time: 10 mins.

Directions:

- Ask the large group:

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

- Use a large-group issue example, like raising mental health awareness, as a project idea that would be considered addressing a practice.
- Have large group brainstorm, across the categories listed, for possible resources:

For example: government/elected officials (mayor)

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

Activity #5: Gathering Resource Ideas (in small groups)

Time: 15 mins.

Directions:

- Have everyone work in their **project groups**.
- Share resources/partners handouts (pg. 54).
- Tell participants that the goals are to:
 1. Identify **one to two national or international resources** online.
 2. Identify **one to two local resources** who can be contacted for first-hand interviews on the issue. Secure their contact information.

Activity #6: Community Mapping Reflection

Time: 5 mins.

Directions:

- Post the large, empty Community Resource/Partners Map (pg. 54) centrally in the room.
- Ask that every member of each project group list on a post-it at least one resource they identified, whether a person’s name or organizational name.
- Add post-its to map, according to the categories listed.



Check to see if anyone is interested in leading the warm-up activity next session, and provide them with directions for the warm-up on page 47.

Project Members:

1. _____

2. _____

3. _____

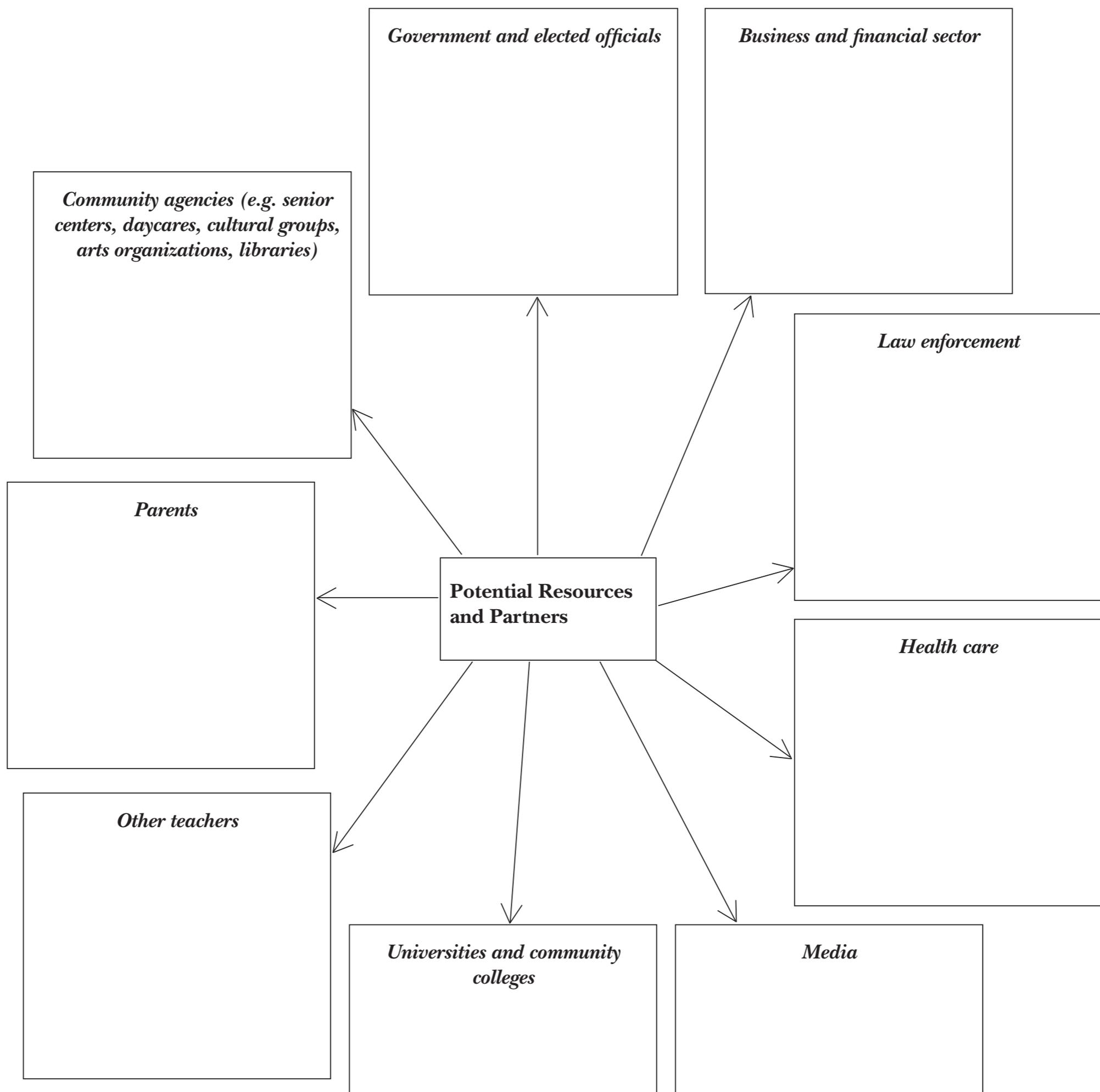
Community Issue Area: _____

Related Practices	Related Policies

Project Idea: _____

Does your idea address a policy? (Y/N) Circle one. If yes, please describe what the policy is and how you plan to address it:

Does your idea address a practice? (Y/N) Circle one. If yes, please describe If yes, please describe what the practice is and how you plan to address it:



Participants will be able to:

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

Materials

- Group norms, posted
- Issue post-its
- Project Folders
- Fist-to-Five Voting Forms (pg. 42)
- Markers

SESSION 11

RESEARCHING IDEAS & PLANNING PRESENTATIONS (INVESTIGATION)

Activity #1: Freeze Frame

Time: 10 mins.

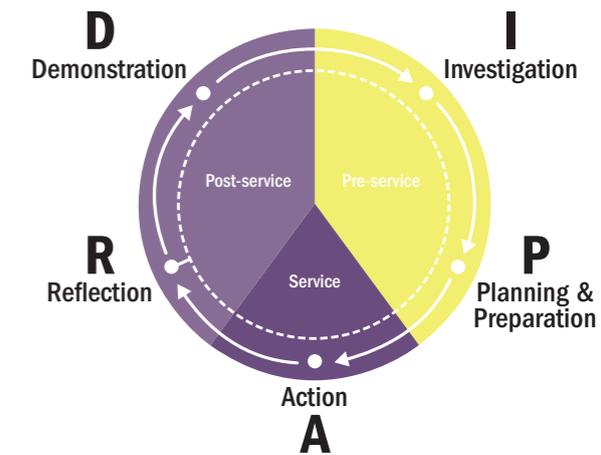


NOTE: If young people volunteered to lead this warm-up activity last time, share the directions with them of the session.

Be sure that they know to:

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

- Divide the group into 5 smaller groups. (This step can also be done by individuals.)
- Assign each small group or individual one step of the “IPARD” process. (See the diagram above.)
- Challenge them to figure out a freeze frame -- a “snapshot” of their step in the process (e.g. What does it look like to investigate? To plan and prepare, etc.)
- As each group gets into its freeze frame, have others guess the step in IPARD the group is illustrating.



Activity #2: Introducing Community and Online Walkabout Research

Time: 5 mins.

Directions:

Have participants get into their **project groups** of two or three participants each.

- Make sure that all have their project folders, including the criteria on which their proposed projects will be evaluated.
- Let groups know that they will be presenting their project ideas to the larger group for feedback during the next session.
- Make sure that all groups have **questions** related to their proposed projects to either research online or ask of an identified community expert (identified during the last session).
- Ask that the person with a phone or watch be the time-keeper, and get everyone back (or end their online research) within 20 mins. after the start time.
- Remind the small groups that the goal is to get “thumbs up” from the rest of the larger group when they present their research on their project idea.
- There will be a “fist-to-five” vote on each project idea.

Activity #3: Community Walkabout

Time: 20 mins.

Directions:

As a facilitator, it is wise to circulate the site, ensuring that participants are on-task, and helping problem-solve.

Activity #4: Small Group Preparation for Project Idea Presentations

Time: 20 mins.

Directions:

- Once regrouped, have groups share what they have learned during their research with the others.
- Have them plan for their presentations, with each member having a speaking role.
- The goal of the upcoming presentations is to select a project that meet the established criteria and can involve everyone in the group.

Activity #5: Reflection/Exit Ticket

Time: 5 mins.

Directions:

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

At this point, do you think that your project will address a root cause of the issue? Why or why not?



Check to see if anyone is interested in leading the warm-up activity next session, and provide them with directions for the warm-up on page 57.

Participants will be able to:

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

Materials

- Group norms, posted
- A way to play music
- Project Folders
- Fist-to-Five Forms, copied for each participant (pg. 42)

SESSION 12

PROJECT IDEA PRESENTATIONS

Activity #1: Rose, Thorn, Bud

Time: 10 mins.



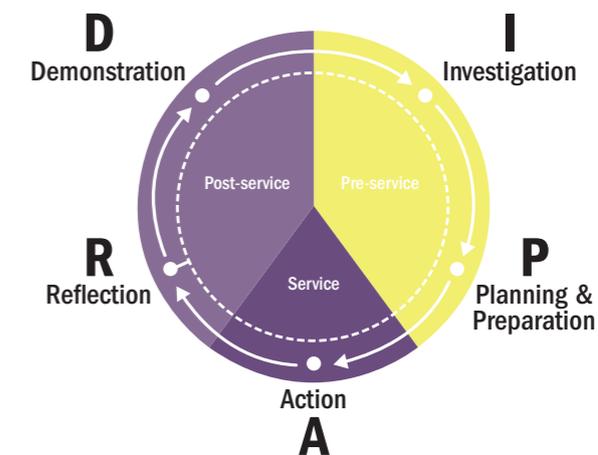
If young people volunteered to lead this warm-up activity last time, share the directions with them of the session.

Be sure that they know to:

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

Directions:

- Have everyone take a minute to think of one “rose” -- highlight -- from the program so far.
 - Then play the music, have people walk backwards, and when the music stops, pivot to a partner.
 - Have them share their roses.
 - For this rotation, have everyone think of one “thorn” -- a challenge -- from the program so far.
- Then play the music, have people walk backwards, and when the music stops, pivot to a partner.



- Have them share their thorns.
- For the third and final rotation, have everyone think of a “bud” -- something they’re looking forward to.
 - Then play the music, have people walk backwards, and when the music stops, pivot to a partner.
 - Have them share their buds.

Activity #2: Fist-to-Five Voting

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

Directions:

PREPARATION:

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

PRESENTATION:

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

DECISION-MAKING:

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

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

Choose the project that the group will do. (Note that if you feel you can manage multiple projects, it is fine to have different projects underway concurrently.)

Activity #4: Exit Ticket Reflection

Time: 5 mins.

Directions:

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

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



Check to see if anyone is interested in leading the warm-up activity next session, and provide them with directions for the warm-up on page 59.

Learning Objectives

Participants will be able to:

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

Materials

- Group norms, posted
- Animal photos, posted
- Post-its or scrap paper
- Project Folders
- Project Form/SMART Goals hand-outs (pg. 81)

SESSION 13

LEADERSHIP STYLES & GOALS-SETTING

Activity #1: Animal Leaders

Time: 20 mins.



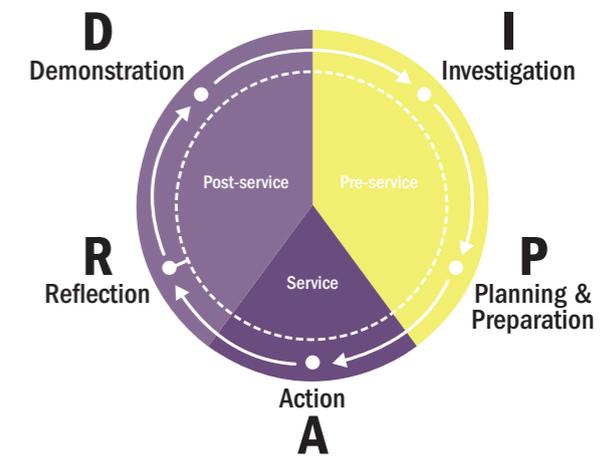
If young people volunteered to lead this warm-up activity last time, share the directions with them ahead of the session.

Be sure that they know to:

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

Directions:

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



- Hand out post-its.
- Have the group write what they know about each animal, and post by the animal.

In general...

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

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

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

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

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

Orcas: Orcas are experts in working together to accomplish everything from hunting to teaching their young. Scientists have

documented elder orcas nudging and coaxing the younger whales to test out hunting techniques.

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

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

Activity #2: Small Group/Large Group Sharing

Time: 15 mins.

Directions:

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

Activity #3: SMART Goals

Time: 20 mins.

Directions:

- Have the project members gather with their groups.
- Ask if anyone knows what the acronym “S.M.A.R.T.” means. (specific, measurable, appropriate, relevant, and tangible). An example of a “SMART” goal for a project on holding a reading hour online for younger children might be: “Ensure that we have access to a professional Zoom account through the program by Friday, Oct. 12.” The goal is time-bound, specific, measurable, and moves the project ahead.
- Ask each project team to come up with three goals for their project, each of which meets the S.M.A.R.T. criteria. Have them keep in mind the feedback from the group’s presentation.
- Remind the teams that whatever project action they take, it must be achievable in two hours (unless there is more time in the program for the project).
- Have the groups fill out the Project Forms, working backwards from their S.M.A.R.T. goals to establish the steps required to get to their goals.

Activity #4: Reflection on Leadership Style

Time: 5 mins.

Directions:

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

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



Check to see if anyone is interested in leading the warm-up activity next session, and provide them with directions for the warm-up on page 69.



EGRETS



Canadian Geese



Honey Bees



Dolphins



Wolves



Orcas



Hyena

Learning Objectives

Participants will be able to:

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

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

Materials

- Group norms, posted
- Project Folders
- Project Plans (pg. 73)
- sticky dots in red, yellow, and green

SESSION 14

DETERMINING ROLES & ACTION-PLANNING (PLANNING & PREPARING)

Activity #1: The Winds of Change

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

Time: 10 mins.



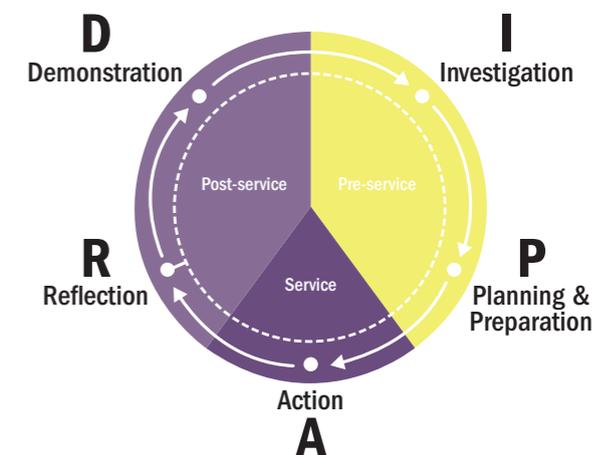
NOTE: If young people volunteered to lead this warm-up activity last time, share the directions with them ahead of the session.

Be sure that they know to:

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

Directions:

- Gather group in a circle.



- As the facilitator, get into the middle of the circle and say: “The winds of change are blowing for anyone who ...” ending the sentence with something that is true for the participants. For example, “The winds of change are blowing for anyone who rode their bike here today.” Everyone who rode a bike quickly changes places with someone else who also rode and has to move.
- The person in the middle moves to a space in the circle vacated by someone who rode their bike. All those who rode their bikes have to move to another available space in the circle, just emptied by someone else who rode a bike.
- This will leave someone “out” and who becomes the person in the middle of the circle. Thinking of the next qualifier, the person says, “The winds of change are blowing for anyone who...”
- If someone says something that is only true about them, and no one else moves, everyone claps and says, “You’re unique!”

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

Time: 15 mins.

Directions:

- Make sure that participants have their Project Plans (pg. 73), with S.M.A.R.T. goals listed.
- Distribute a strip of **red, yellow, and green sticky dots** to each participant.
- Have participants swap plans, so that every participant is reviewing another participant’s smart goals.

- Ask the reviewers to use their dots to assess the other participant’s goals:
- **GREEN:** S.M.A.R.T. Goal is good to go!
- **YELLOW:** S.M.A.R.T. Goal needs work. (Reviewers offer suggestions.)
- **RED:** S.M.A.R.T. Goal needs overhaul. (Reviewers ask questions and offer suggestions)
- Reviewers return sheets to authors.

Provide time for S.M.A.R.T. goal revisions.

Activity #3: Backwards Planning of Timeline and Roles (large group example)

Time: 15 mins.

Directions:

- Share the **Project Plan**, noting that it is laid out for just three sessions. (For once-per-week programs, this will take a month. For daily, one-hour programs, this should take a week. Also note that programs can make adaptations according to the length of the program.)
- Point out that the **ACTION** itself is supposed to take two sessions, or no more than two hours total.
- Guide the groups through a backwards planning activity.
- Begin by **modeling** this planning as a large group.

- For example, if the S.M.A.R.T. goal is having a story time with younger students, reading children’s books designed to inspire action in young children that are developed by the group, back-plan as a large group, by asking questions like:
- When do we need to have this accomplished?
- What do we have to do to get to this goal?
- Will it require additional money and/or supplies?
- If yes, how will we secure them? Are there any potential partners who could support the supplies needs?
- How long will it take us to draft the book? Who might be best at writing the book?
- How much time do we need for editing?
- Who would like to illustrate? (draw, create collages, etc.)
- How can we actually produce the book? (via an online source? or in-house?)
- Who do we need to reach out to for the story time itself? Who is willing to do that?



Note that at this point, depending on the size of the total group, organizing some sub-groups that have similar tasks may make sense.

Activity #4: Backwards Planning

Time: 15 mins.

Directions:

- Using their Project Plans, have participants back-plan to reach the goal(s) they want to address.
- Remind them that some of the work may need to happen outside of the sessions, since there are only three sessions until the action happens.
- Recommend that any outreach for supplies or budgetary support should happen as soon as possible.
- Circulate to help problem-solve.

Activity #5: Exit Ticket Reflection

Time: 5 mins.

Directions:

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

“What is your role in the group? What do you need help with?”



Check to see if anyone is interested in leading the warm-up activity next session, and provide them with directions for the warm-up on page 74.

Participant Name: _____

Three **S.M.A.R.T. Goals** of Project _____:

(Name of Project)

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

Measurable: timeline for accomplishing goal

Appropriate: something that can be achieved within the timeframe.

Relevant: Does the action fit the goal?

Tangible: Will the results be able to be seen?

Goal #1: _____

Strong	Progressing	Needs Improvement	Suggested Edit

Goal #2: _____

Strong	Progressing	Needs Improvement	Suggested Edit

Goal #3: _____

Strong	Progressing	Needs Improvement	Suggested Edit

Project Plan

Participant Name: _____

Name of Project: _____

Session One (S.M.A.R.T.) Goal:

Action Step	Person Responsible	Supplies Needed	Deadline	Status

Session Two (S.M.A.R.T.) Goal:

Action Step	Person Responsible	Supplies Needed	Deadline	Status

Session Three (S.M.A.R.T.) Goal:

Action Step	Person Responsible	Supplies Needed	Deadline	Status

Learning Objectives

Participants will be able to:

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

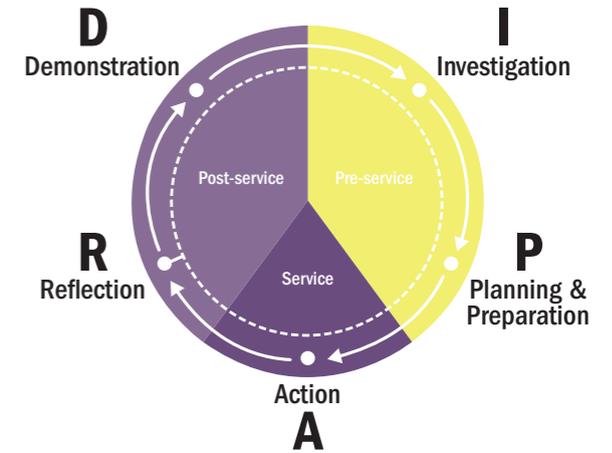
2. Contribute to the group game. (SEL Skills: social awareness + relationship-building)

Materials

- Group norms, posted
- Pairings of things (pg. 77-78)
- Project Folders
- Action Plan form (pg. 73)
- Cold call forms (pg. 79)
- talking stick object

SESSION 15

IMPLEMENTING TIMELINE STEPS & CONTACTING PARTNERS (PLANNING & PREPARING)



Activity #1: Salt and Pepper

Time: 10 mins.



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

Be sure that they know to:

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

Directions:

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



Activity #2: Role-Modeling Outreach

Time: 20 mins.

Directions:

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

Start with a refresher of the 5Ws/1H questions:

- WHO (are you)? Introduce yourself!
- WHY (are you contacting them)? Explain yourself!
- WHAT (are you after)? Be clear! (and think of WHAT'S in it for them!)
- WHEN (does this need to happen)? Refer to your timeline.
- WHERE (will it happen)? Do you need support for the day of action, or ahead of time?
- HOW (should we make arrangements)? What are the next steps?

Ask for two volunteers to role-play, using the scenario outlined on pg. 79 and the S.M.A.R.T. goal to give context to the call.

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

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

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

Activity #3: Implementing an Action Plan

Time: 20 mins.

Directions

- At this point, the actions to complete the project are at their most individualized. The optimal facilitation is circulating to help problem-solve.
- Youth leadership should be the norm, so it's best to problem-solve by posing questions that help young people come to their own answers and strategies.

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



Check to see if anyone is interested in leading the warm-up activity next session, and provide them with directions for the warm-up on page 80.

Activity #4: Circle Reflection

Time: 10 mins.

Directions:

Gather participants in a circle, with the talking stick handy. Pose the question to the group:

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

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

Ask:

“What help can others in the group provide?”

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

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

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

Script for Community Resource Calls/Emails

(WHO)

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

(WHAT)

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

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

(WHY)

My question is:.....

(WHEN & HOW)

That makes me wonder.....

THANK

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

Learning Objectives

Participants will be able to:

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

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

Materials

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

SESSION 16

TAKING ACTION I

Activity #1: Collective Clapping

Time: 10 mins.



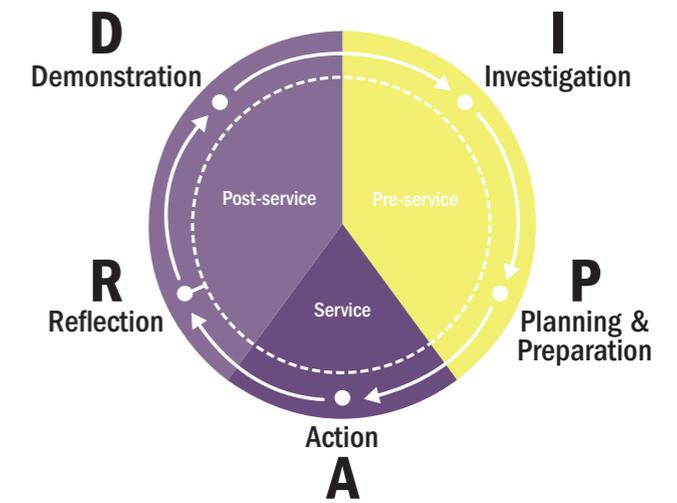
NOTE: If young people volunteered to lead this warm-up activity last time, share the directions with them ahead of the session.

Be sure that they know to:

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

Directions:

- Have participants sit or stand in a circle.
- They send a clap around the circle by facing and clapping in unison with the person on their right, who repeats the clap with the person on their right, and so on.
- Do this as quickly as possible.



- Send as many claps, with different rhythms, around the circle as possible at the same time.

Activity #2: Group Action

Time: 45 mins.

Directions:

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

Activity #3: Circle of Thanks

Time: 5 mins.

Directions:

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



Check to see if anyone is interested in leading the warm-up activity next session, and provide them with directions for the warm-up on page 82.

Learning Objectives

Participants will be able to:

1. Implement their action plans, working both collectively and independently. (SEL Skills: self-management, social awareness + relationship-building)
2. Problem-solve with group members to achieve S.M.A.R.T. goals (21st Century Skills: Learning + Innovation: Critical Thinking + Problem-Solving + Collaboration)

Materials

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

SESSION 17

TAKING ACTION II

Activity #1: Circle Debrief

Time: 10 mins.



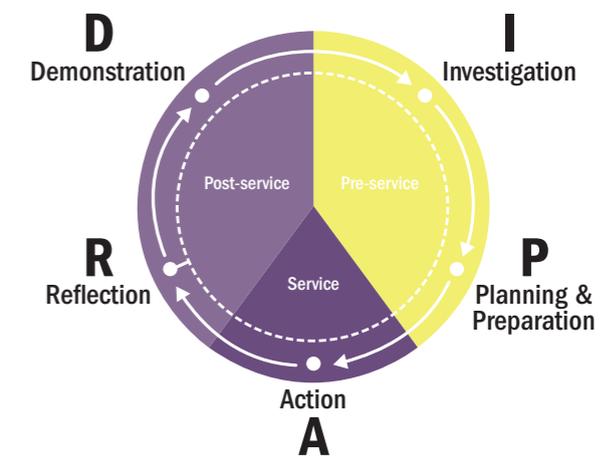
If young people volunteered to lead this warm-up activity last time, share the directions with them ahead of the session.

Be sure that they know to:

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

Directions:

- Have participants sit or stand in a circle.
- Have everyone say either one thing that went well in the previous session's action or one thing they need help with.
- Do this as quickly as possible, reserving maximum time for the action itself.



Activity #2: Group Action

Time: 45 mins.

Directions:

- Quickly get people into their project sub-groups, as needed.
- Remind them that this is the second of two days within which they will be taking action on their project ideas, related to their S.M.A.R.T. goals.
- Assure the groups that you will be available to them, and that they and their peers have problem-solving skills by this point in the program.
- For those going outside the space to perform their service, remind them to be on their best behavior, and to thank anyone with whom they interact for their time.
- Finally, remind the participants that they should be keeping artifacts of their project for later public sharing (demonstration) of their work. These artifacts can range from video recordings or notes from interviews to sketches of ideas.
- Make sure that all groups know the time they need to return.

Activity #3: Reflection Exit Ticket

Time: 5 mins.

Directions:

Ask:

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



Check to see if anyone is interested in leading the warm-up activity next session, and provide them with directions for the warm-up on page 84.

Learning Objectives

Participants will be able to:

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

Materials

- Group Norms, posted
- Project folders
- Project artifacts
- Poster board
- Markers
- Glue sticks
- Other art supplies, as available
- Print-outs of United Nations Sustainable Development Goals (pg. 89)

SESSION 18

DEMONSTRATION PLANNING

Activity #1: Duck and Cover

Time: 10 mins.



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

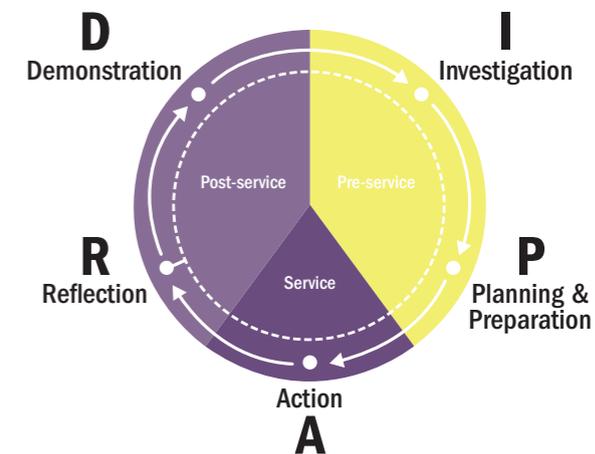
Be sure that they know to:

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

Directions:

The goal of this activity is to energize the group while refreshing names. Even for those who know each other well, it can be hard to come up with names if energy is low.

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



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

Activity #2: Action Circles

Time: 15 mins.

Directions:

Group participants by related or similar actions. (Or do this activity as a large group, depending on group size.)

Pose questions:

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

Activity #3: Demonstration Planning

Time: 30 mins.

Directions:



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

Tell the group that they will be putting together a Taking Action Fair, with the goal of inspiring others to take related actions.

Community members, site staff, and participants in other afterschool programs will be invited to the Taking Action Fair.

Ideally, the Taking Action Fair will remain up for a week, so that others -- outside of the time that they actively share their work -- can also view their actions. Peer groups (participants in the program) also will have the opportunity to learn about their peers' actions.

Suggest that the group structure its demonstrations of learning around three questions:

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

For anyone who is done early in the session, ask them to help design and distribute invitations. Have them develop a small flier that can be posted around the site, and shared with administrators and community partners, listing the time, date, and focus of the Taking Action Fair.

Activity #4: Reflection: Linking Globally

Time: 5 mins.

Directions:

- Share the print-outs of the United Nations 17 Sustainable Development Goals.
- Ask participants to circle the goal they think their project addresses. Are there secondary goals that the project also addressed? (Often, projects address more than one SDG.)
- Tell them that the group will come back to this list in the next couple of sessions.

Learning Objectives

Participants will be able to:

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

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

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

Materials

- Group Norms, posted
- Demonstration boards
- Sustainable Development Goals, cut up into squares
- Tape, glue sticks
- Tables to display poster boards (as an alternative to taping the posterboards on walls)

SESSION 19

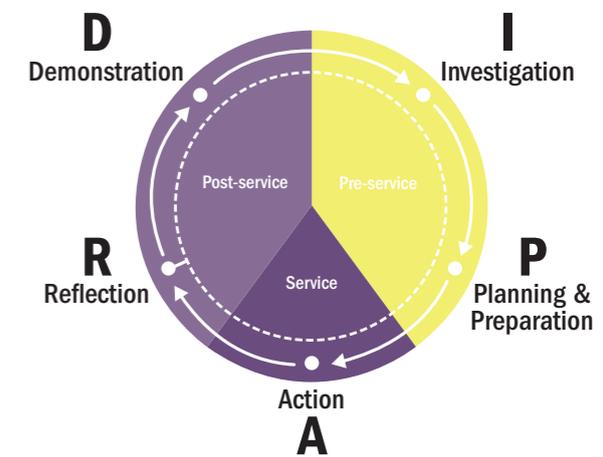
PRESENTATIONS (DEMONSTRATIONS OF LEARNING)

Activity #1: The SDGs and Me

Time: 15 mins.

Directions:

- Have the 17 Sustainable Development Goal areas cut up into small squares.
- Ask that everyone come and get a copy of the one that they would like to take their next action on -- whether the same as the issue they just addressed or different.
- Then have people with the same SDGs gather and share why they care about that issues.



THE GLOBAL GOALS For Sustainable Development



Activity #2: Set-up for Taking Action Fair

Time: 10 mins.

Directions:

- Have participants get into their sub-groups (if relevant) and gather all their **artifacts and poster boards** that help them tell their stories of action.
- Make sure that the group has affixed their **Sustainable Development Goal** to their poster board.
- Have them prepare for their presentations by deciding who answers which questions.
- Ask for at least two youth volunteers to welcome participants at the door, and thank them for their interest.
- Be sure that all participants thank the visitors for their interest.

Activity #3: Hosting Taking Action Fair

Time: 30 mins.

Directions:

- Open the doors and welcome visitors.
- Develop a system for tracking visitors when the Fair is unstaffed.

Activity #4: Reflection/Exit Ticket

Time: 5 mins.

Directions:

Ask:

“What went well for you today? Why do you think that was a personal highpoint for you?”



Check to see if anyone is interested in leading the warm-up activity next session, and provide them with directions for the warm-up on page 90.

THE GLOBAL GOALS

For Sustainable Development



Learning Objectives

Participants will be able to:

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

Materials

- Group norms, posted
- Post-survey, duplicated (pg. 24)
- Access to the internet and a way to project a video, if possible
- 3 sheets of chart paper, each one with a header of “What?” “So what?” or “Now what?”
- Colorful markers

SESSION 20

FINAL REFLECTION/ DEMONSTRATION

Activity #1: Question Game

Time: 15 mins.



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

Be sure that they know to:

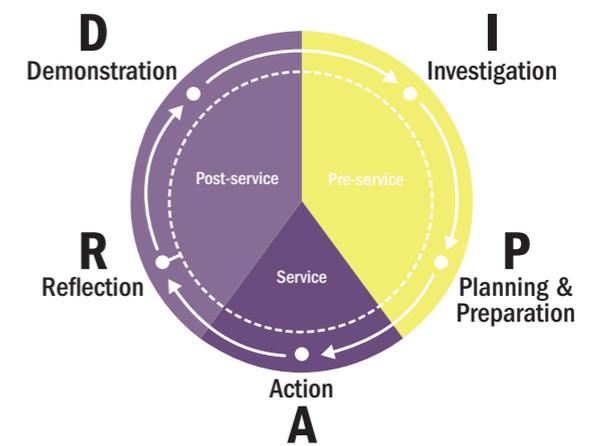
- 1). *Introduce themselves.*
- 2). *Give the name of the game*
- 3). *Give directions, modeling the actions to the extent possible.*
- 4). *Ask if anyone has questions.*

Directions:

Have all participants stand in a circle.

Tell them that this activity has been designed to inspire more and better questions in everyone, so that’s the reason they’re ending with this game.

The rules of the game are:



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

This is a process of the elimination and the last person standing, wins!

Activity #2: Post-Survey

Time: 15 mins.

Directions:

- Have copies available of the post-survey (which is the same as the pre-survey on pg. 24). Assure the participants that there are no right or wrong answers.
- Let them know that this is just a self-assessment of where a participant thinks they grew through the experience.
- Be available to answer questions during the post-survey.

Activity #3: What? So what? Now what? Chalk Talk

Time: 15 mins.

Directions:

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

Activity #4: Going Global

Time: 15 mins.

Directions:

- Ask who knows who Malala is? (Malala Yousafzai, the youngest Nobel Peace Prize laureate, who won the prize at 17 for her work to improve girls' access to education in Pakistan).
- Ask who knows what the United Nations is? (an intergovernmental organization that promotes international cooperation)
- Share Malala Yousafzai's introduction to the United Nations' Sustainable Development Goals, and the importance of youth involvement

<https://vimeo.com/138852758>

- Suggest that participants look for ways to continue their work, starting with the SDG they chose for themselves in the previous session.
- Consider taking a group photo with the students holding the SDG poster.
- Share this website for more info:

<http://worldslargestesson.globalgoals.org/>

Additional Resources

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