

ENGAGE:

A SERVICE-LEARNING HANDBOOK FOR
AFTERSCHOOL PROGRAMS

AGES 9-11 (WITH ADAPTATIONS FOR YOUNGER CHILDREN)



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



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FOREWORD



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 link 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.

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

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WHAT IS SERVICE-LEARNING?

Service-learning is an approach to teaching and learning in which students use academic knowledge and civic 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.





For example:

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

Reading about food deserts is **learning**.

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

All service-learning 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 to a school board.)



Service-learning is a multi-faceted teaching and learning process. Although 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
Youth Voice
Diversity
Partnerships
Link to Curriculum
Reflection
Duration and Intensity
Progress Monitoring

(Learn more about about service-learning at nylc.org).



The Four Stages of Service-Learning

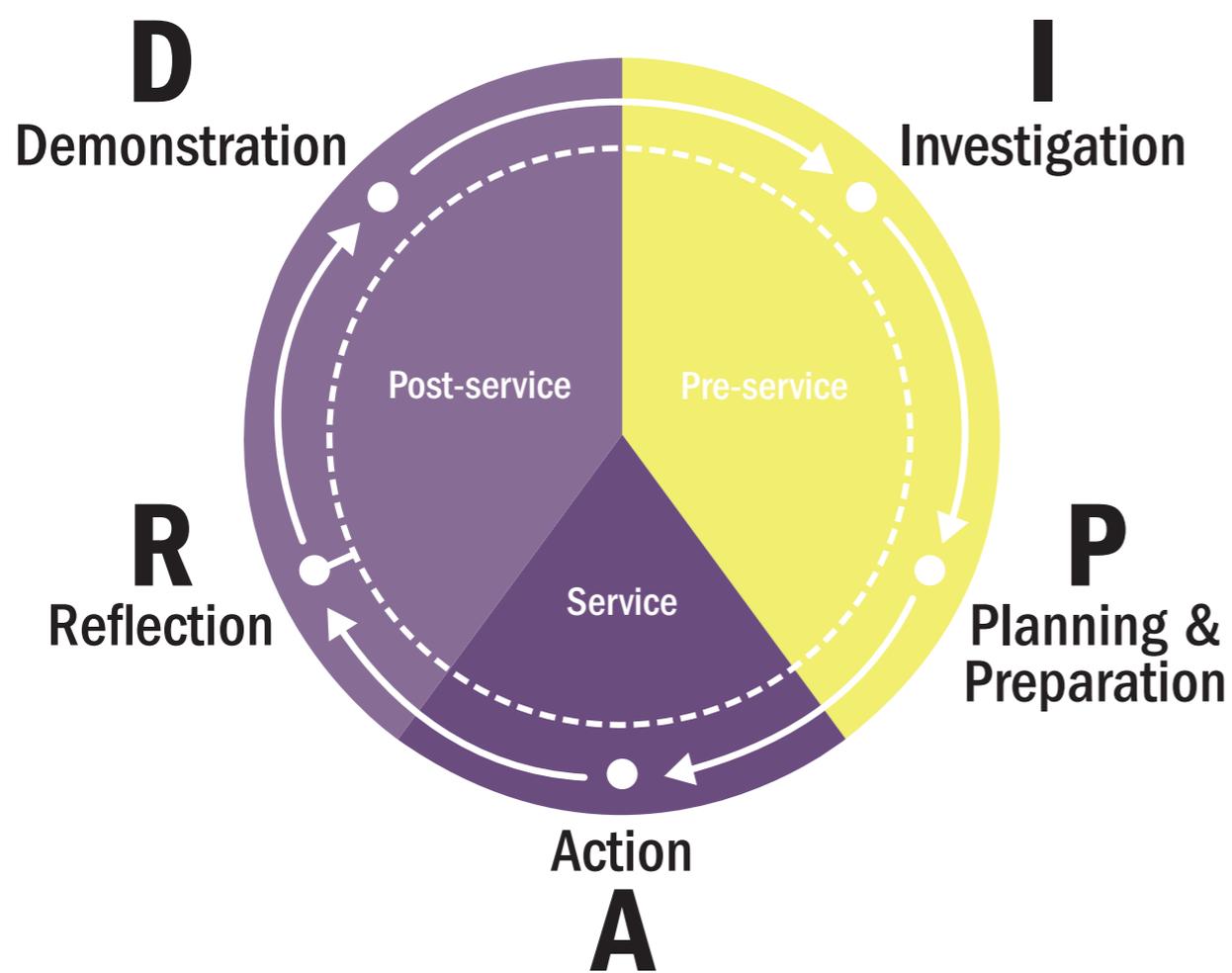
For the adult facilitator of the service-learning process, these four stages represent their “wrap-around” experience.

In **Stage One**, the facilitator identifies the areas of growth desired for young people, whether in the realm 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 the presentation skills developed throughout the process.

Stage Three, the “IPARD” process is the youth experience, in which young people take leadership and facilitators support their growth. It is further described in the following section.

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.



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 elementary to middle and high school, on to post-secondary, and to later career paths.

Given the range of afterschool settings, the session plans included in this facilitators’ guide approximate a 16- to 20-hour program. **Please note, however, that many aspects of the service-learning IPARD cycle can be adapted to fit the available time.**

Also know that if you have started with a project in mind, it is advisable to take it through the IPARD process. Going through this process of inquiry may need to necessary refinements or may affirm the direction of the project.

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.
- Young people partner with local stakeholders and apply strengths and assets to analyze the need.
- Young people 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.

Action

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

Reflection

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

- At the end of the experience, young people reflect about the outcomes of their projects and get feedback from their demonstration presentations.

Demonstration

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

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 retrieved May 16, 2018.)

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

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



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

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

(from: http://www.p21.org/storage/documents/docs/P21_framework_0816.pdf retrieved June 29, 2018)

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

- Critical thinking
- Communication
- Collaboration
- Creativity

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

(from: <https://casel.org/what-is-sel/> retrieved June 28, 2018)



Service-Learning and Younger Children

Children ages four through nine have an “I can do it!” attitude that supports the development of mastery, empathy-building, and the self-confidence that service-learning experiences foster. Furthermore, by age four, children begin to develop an understanding of cooperation and helpfulness. (At the same time, we realize that developmental differences are vast between ages four and nine, so offer alternative activities for young children in the early chapters.)

At these ages, short and concrete activities are most developmentally appropriate. Pre-K and kindergarten teacher Ann Shoemaker of Story City, Iowa, has worked with young children who have maintained community gardens, created and donated activity bags for children who were hospitalized, made thousands of bookmarks for the local library, and developed and donated storybooks to young children -- for which slightly older students read and recorded stories for a pre-K story room.

She offers the following tips when working with young children on service-learning projects:

- At these ages, children relate best to the **needs of other children**.
- Young children should have **close proximity to the service** recipient(s) to help them see the actual need.
- Young children work best with **service-learning projects at a local level** -- for example, the children’s own school, park or playground, and/or immediate community.

- Children need adult support and guidance in discovering local needs. **Inquiry-based approaches** like service-learning help children discover these needs, and keep them motivated and interested.

She sees many benefits for children through service-learning and civic engagement:

- Teaching problem-solving
- Fostering teamwork, cooperation, and leadership
- Building self-confidence and self-esteem
- Encouraging flexible and adaptive behaviors
- Providing opportunities to develop and practice language skills
- Offering opportunities for critical thinking
- Increasing empathy
- Building a sense of agency

Finally, she recommends keeping families informed and involved:

- Write a program newsletter about service-learning with the help of the children.
- Enlist the help of children to write a letter home describing the progress of the projects.
- Write articles dictated by children about their projects to be included in an agency newsletter.

ABOUT THE HANDBOOK

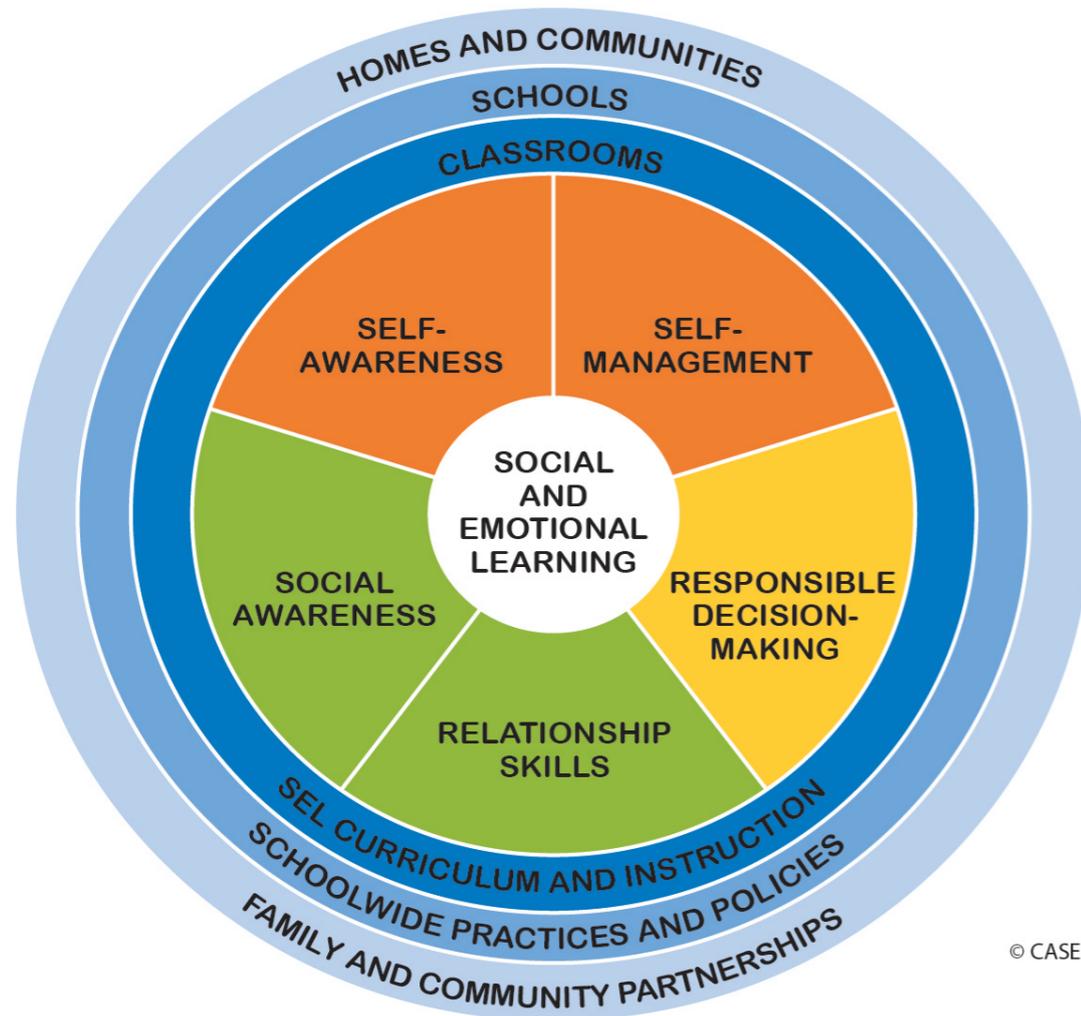
As mentioned previously, because the entire afterschool experience is designed for a **total of 20 hours**, the action of the service-learning project itself is scheduled for two sessions, or two hours. As with any service-learning experience, more emphasis is on the investigation, planning, preparation, 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 issue following the initial exposure.

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

Each session begins with a **“warm-up” activity**, an experiential way to learn names, and grow from acquaintances to allies. The core 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. These exit tickets also function as formative assessments of youth development.



Pre- and Post-Survey



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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 (available on page 21).

from: <https://casel.org/what-is-sel/> retrieved May 16, 2018.



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/NAASStandards.pdf>)

Learning Objectives

Children will be able to:

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

Materials

- White board or chart paper
- Post-its or scrap paper
- Markers
- Project folders for each person (It's best if these stay with the facilitator or in the session room).
- Pre-surveys (for older students, pg. 19; for younger, pg. 20).

SESSION 1

COMMUNITY-BUILDING

Activity #1: Name Game

Time: 15 minutes

Directions:

Have everyone gather in a circle.

- Let them know that this game is to help learn each other's names and a bit about each other.
- Each child comes up with a movement they like to do. It can be related to a hobby or sport.
- One at a time, have each child say their name and act out their related movement.
- Have everyone repeat that child's name and movement.
- Go around the entire circle, having the group repeat the name and movement for each child.
- At the end, have everyone repeat the entire group's names and actions, together.
- **Reflection Questions:** Did the movements help you remember names? Why is that?



(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.)

Activity #2: Overview of program

Time: 5 minutes

Directions:

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

- When and how often the group meets.
- Goals of the overall program (to meet community needs with personal passions and take action on an aspect of the need).
- An average day.
- Benefits.

Activity #3: Developing Group Agreements

Time: 20 minutes

Directions:

Introduce the idea of “Group Agreements”:

- How we want to work together.
- How we want to talk with each other.
- What we don’t want to do.

1. **THINK:** Tell the group establishing group agreements is about creating a set of ways to help the group be a team. One example is: Everyone’s opinion matters.

Allow a few minutes for children to think of two-three behaviors.

2. **PAIR:** Pair children up and allow five minutes for pairs to talk about their top three ideas, aiming for three total, from the

original combined amount. (Again, if children are old enough, have them write their ideas, one per post-it).

3. **SHARE:** Tell the group that they be sharing their agreement one-by-one and that you will be placing the same or similar ones together, **creating categories**.
4. **NARROW LIST:** Ask for thumbs up for the ideas as you read them. A fist can mean neutral. Thumbs down is a down vote. Keep the list (or illustrations of the agreements) posted during each session, for reference.
5. **READ ALOUD** the final group agreements. An optimal total number is five-seven.

Activity #4: Pre-Survey on Leadership Styles

Time: 15 minutes

Directions:

If children are old enough to read, please have them take the one-page pre-survey (pg. 21). Assure them that there are no right or wrong answers.

If children are too young to read, have them circle emojis next to the 10 questions you ask them, as you read them aloud.

Pre-/Post-Survey on Leadership Strengths

Name _____

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 can set goals and figure out how to reach them.

Disagree

Agree

1 2 3 4 5

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

Disagree

Agree

1 2 3 4 5

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

Disagree

Agree

1 2 3 4 5

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

Disagree

Agree

1 2 3 4 5

Name: _____

1.



2.



3.



4.



5.



6.



7.



8.



9.



10.



Learning Objectives

Children will be able to:

1. Identify one thing they want to change in their community, and a question they have about it. (SEL Skill: Self-awareness.)
2. Remember the names of the children in the group. (SEL Skills: Social awareness and relationship-building)

Materials

- Group agreements, posted
- Post-its or scrap paper
- Pens/pencils
- Access to internet (and projector, if possible)

SESSION 2

IDENTIFYING NEEDS

Activity #1: Change-Making Brainstorm

Time: 15 minutes

Directions:



This prompt can be projected or written on a board.

Have children think about the following question:

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

(For example, maybe they want to change how much garbage they see on the streets in their neighborhood. If children are old enough, they may write this idea on a post-it or piece of scrap paper, with their names on the back, for later use.)

Then, ask them: “What do you need **to know** to help change this?”

(For example, if they are thinking about garbage maybe they need to know who picks up garbage from the city streets.)



Activity #2: High-Five Idea-Sharing

Time: 15 minutes

Directions:

- Have children stand up.
- Model for them by standing up, raising one hand in the air, finding a partner, and high-fiving that person.
- Then, introduce yourself.
- Share the thing you want to change in the community.
- 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 why they think they did that activity. (Children might say to get to know each other or to hear more ideas.) Let the children know that each time they meet, they'll start with a warm-up like this.

Activity #3: Change-Maker Sharing

Time: 10 minutes

Directions:

Ask children to share what things they'd like to change in their community. (List/draw issues on board/paper). (As older children share their issues, they can stick their post-its onto chart paper in the front of the room, then group related ideas until there are three-four.)

Activity #4: Getting Inspired



The first example is for younger children; the second example is for older children.

Time: 15 minutes

Directions:

(for younger children): Watch Kid President on “How to Change the World” (3 mins.) -- a pep talk from Kid President.

<https://www.youtube.com/watch?v=4z7gDsSKUmU>

Reflection questions:

- What is Kid President's message to us?
- What does he think we should do?

Then introduce the second video, saying something like: “Let's watch this video to see how kids in Australia are making the world more awesome.” (“Change the World in 5 Minutes Every Day at School” (4 mins.)

- <https://www.youtube.com/watch?v=oROsbaxWH0>

Reflection questions:

- What did kids do to change things?
- Are any of these things problems here?
- What would you want to do about them?

(for older children) Watch 10-min. Ted Talk “Bye, Bye Plastic Bags” Introduce video about two sisters working to ban plastic bags in Bali.

- Who knows where Bali is? (a province of Indonesia, NW of Australia, in the Java Sea)
- What do we know about Bali? (maybe that it's an island; it's beautiful, etc.)
- Introduce video about two sisters working to ban plastic bags in Bali.
- Watch 10-min Ted Talk: "Our Campaign to Ban Plastic Bags in Bali" https://www.ted.com/talks/melati_and_isabel_wijzen_our_campaign_to_ban_plastic_bags_in_bali

Following video, reflect by posing the following questions:

- What stood out for you in the video?
- What was hard for the girls?
- How did they overcome these difficulties?
- What lessons did they say they learned?

Activity #5: Closing Reflection on Change Ideas

Time: 5 minutes

Directions:

- Gather students in circle.
- Have them think back to the changes they said they wanted to see and share those ideas.

- Brainstorm: Ask them where they would have to go to learn more about these ideas. (For example, if your program is based at a park, could they walk the park to look for needs? Is there anyone they could talk with? Would parents be good interview subjects?)
- Ask the children to keep in mind what more they need to know about the changes they want to make, and try to talk with at least one person about them before the group meets again.

Activity #6 Group Clap

Time: 5 minutes

Directions:

Tell the group that the goal is to act as "one" -- that is, make a single clap together. Ask the group what they need to do to succeed at that? Then practice, going slowly. Try to get to the point that everyone can make a single sound. Then thank the group, and let them know that they are starting to function as a team!

Bye, Bye Plastic Bags

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

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

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

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

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

MISSION

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

VISION

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

Learning Objectives

Children will:

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

Materials

- Name Tags
- Markers or crayons
- Group Agreements, posted.
- Groupings of project ideas on wall (for older children)
- Drawings or photos of things younger children wanted to change, posted around the room.
- Project folders
- Large paper, divided into three columns labeled K, W, and L
- Blank post-its or scrap paper
- Pens/pencils/markers
- Butcher paper for drawing body outlines
- Colored dots (one color is fine for younger children)

SESSION 3

WHO ARE YOU?

Activity #1: Name Tag Scavenger Hunt

Time: 10 minutes

Directions:

- Using the participant list ahead of time, give each person a name (or name tag, for older children) that isn't their own. Tell them who they "are" by whispering a different name in each child's ear.

- Have them find the real person with that name.

- Have the pair ask each other at least three questions. (If they don't have better questions, ask name, whether they have brothers and sisters, and favorite activity).

- Return to the group and share what they learned about their partners.

- **Reflection Questions:** "What skills helped you in this activity?" Why?"



Activity #2: This is Me! Outline

Time: 20 minutes, total

Directions:

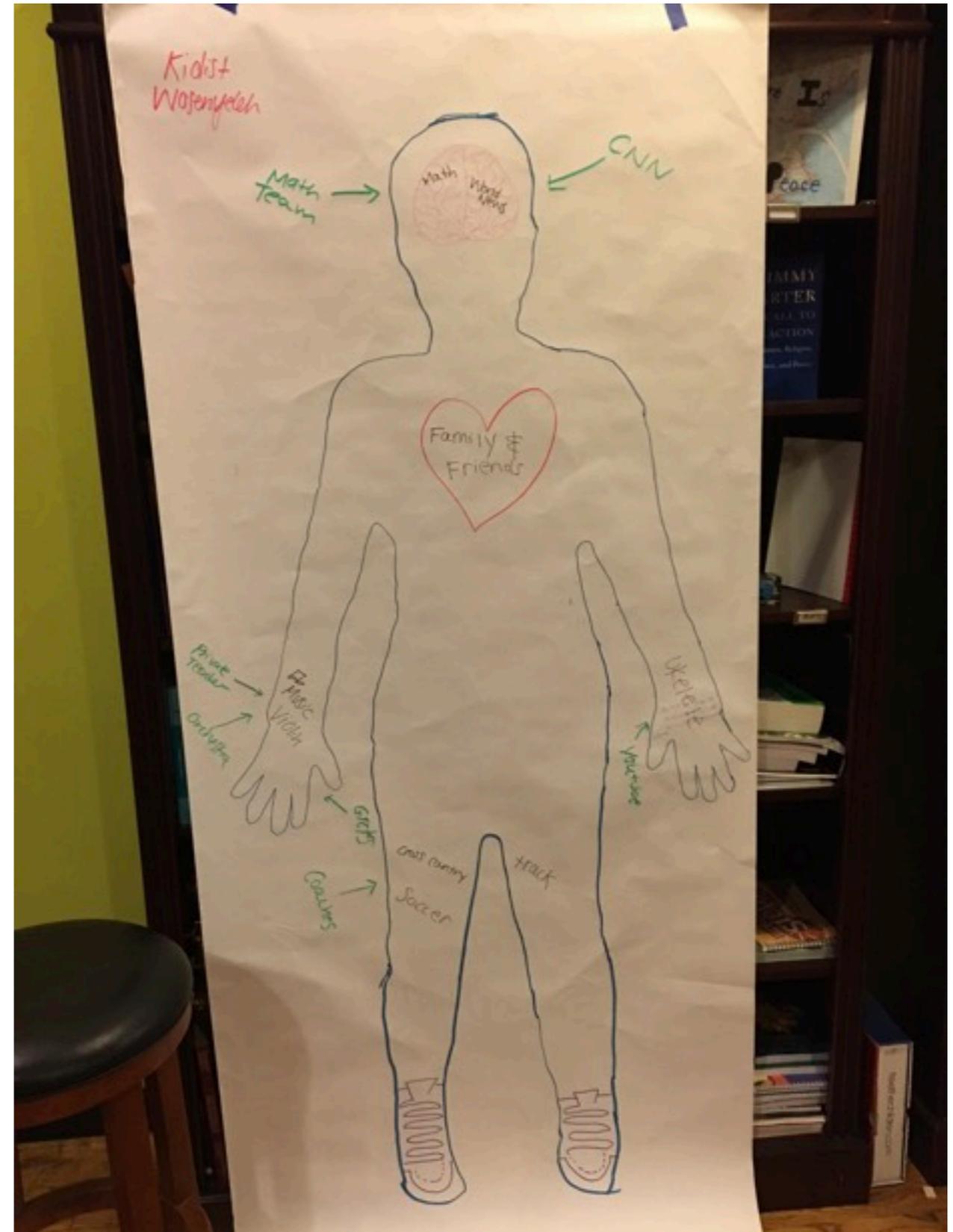
PHASE ONE: (10 mins.)

- Roll out butcher paper and cut it into human-sized strips.
- Distribute markers/crayons 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 draw (or write, for older children) 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 draw/write what they love.
- Inside the hands, have them draw/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 (5 mins.) *for younger children:*

- Have children post their outlines.
- Then give children colored dots.
- Tell them that the dots are for the things they have in common with others.
- Have them do a gallery walk, looking for what they share in common with others and noticing the differences, too. When they find something they have in common with someone else, they should place a dot next to that commonality.



PHASE TWO: (5 mins.) *for older children*

As children are wrapping up on the inside of their figures, explain the second step. In this phase, they think about where they get help on these interests. How do they learn more about what they like to do? Maybe it's talking with a talented friend or family member, or maybe it's being in a club. Push the children to think of the places/ organizations where they get help with their interests. These names they write outside the head, hands, heart, and feet of their figures.

PHASE THREE: (10 mins.) *for younger children*

Reflect with the children:

- What do you share with others? Where did you place your dots?
- What are some differences?
- Why is it important that we know this information about each other?

PHASE THREE: (10 mins.) *for older children*

At the end, have children post their figures, decorated as they like, and do a Gallery Walk, looking for ideas of people and places that might be able to help with the thing they want to change. Have them place sticky dots next to those places and people.

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

Time: 10 minutes

Directions:

for younger children:

- Ask them if they know what “service” means?
- Can they think of examples from the video they saw of the Australian kids changing the world in five minutes a day? (If there were absences that session, those who were there can help fill in by explaining what Kid President said kids should do, and what the Australian kids are doing.)
- Ask them if they know how “service” connects to the things they want to change?
- Ask them if there is a connection, what is it?

for older children:

- Draw three columns on board, with headers “K”, “W”, and “L”
- Have a child recap the work of the Balinese sisters, for anyone who missed the video during the previous session.
- Note that the Balinese sisters keep discovering new and better ways to address the needs they see. They know their passions and strengths -- as participants should also, given the last activity. And they are learning where the island's needs meet their abilities.
- Add that the project everyone is about to embark upon is a **service-learning project**.
- Ask children: “So, what do you know about service-learning?” Then fill in what they “K”now.
- Next, ask: “What do you WANT to know?” (Wait to fill in the “L” column until the end of the session.)



Talking Points:

- *Service-learning is hands-on.*
- *It helps develop leaders.*
- *It's based in experiences.*
- *It involves partners in the community, as experts and as recipients of the service.*
- *It's a process, often one that is repeated as the group learns more about the reasons the issue exists.*

Activity #4: Service-Learning Issues

Time: 10 minutes

Directions:

For younger children:

- Have graphics/photos of their “change-maker” areas posted around the room.

For older children:

Have change-maker post-its posted and grouped.

- Based on the areas, have participants get into groups with others who share their interests. Aim for no more than three, no fewer than two children/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.
- Tell 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 and to the range of issues that can be addressed.

Activity #5 Exit Ticket/Reflection: What's in it for me?

Time: 10 minutes

Directions:

- For younger students: Have them sit in a circle and ask: “What do you think/hope you'll learn through this experience?”
- For older children, have them write their responses and share post-its with facilitator as they exit.

Learning Objectives

Children will be able to:

1. Identify skills and interests of their peers (SEL Skills: self + social awareness + relationship-building)
2. Describe service-learning steps. (21st Century Skill: Learning: Communication)

Materials

- White board or chart paper
- Markers
- Group Norms, posted
- Know What You Know Bingo sheets (pg. 32)
- “K”, “W”, “L” lists on service-learning, from previous session, posted.
- Way to project OR copies of the Q-Matrix, page 33.

SESSION 4

THE SERVICE-LEARNING PROCESS

Activity #1: Know What You Know Bingo

Time: 15 minutes

Directions:

- Hand out Bingo sheets (pg. 33)
- Explain that the object of the game isn't to be the first, necessarily, but to meet as many people as possible and learn about their backgrounds.
- In order to “win”, participants must be able to name the person, and provide their answer to the question.
- They will aim to get a solid line of answers vertically, horizontally, or diagonally to get a “bingo”.

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.)

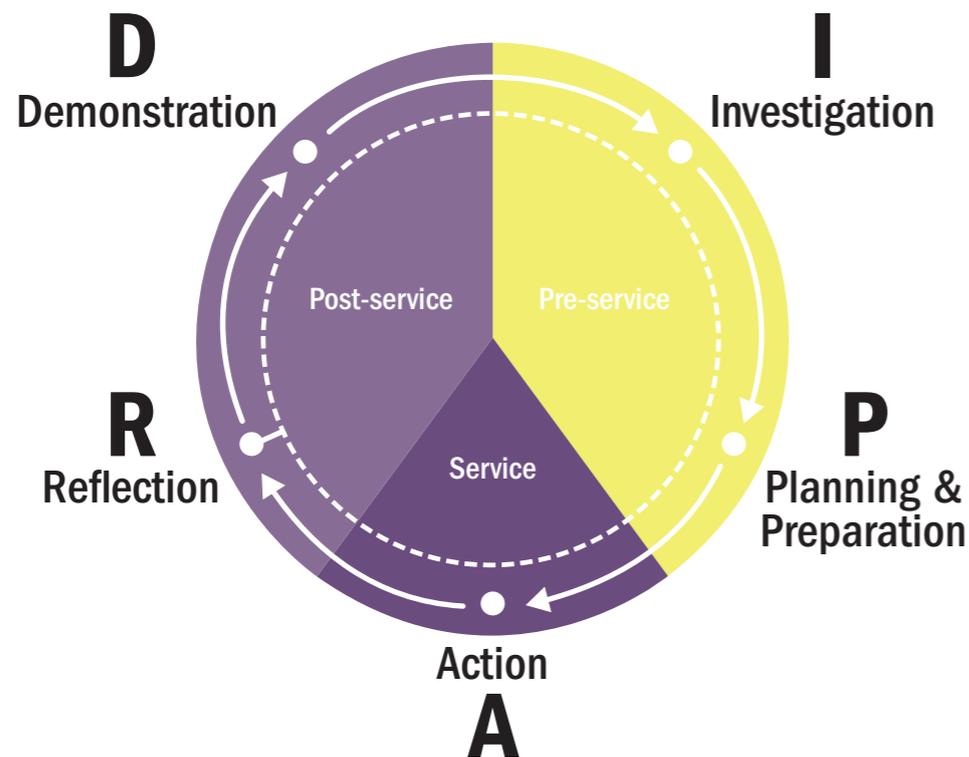


Activity #2: Introducing the Service-Learning Process

Time: 10 minutes

Directions:

- Refer to the previous K, W, L notes on service-learning (posted) -- or review what the group talked about last time (e.g. that service-learning is hands-on, helps develop leaders, is active, and involves neighborhoods and communities as partners..)
- *Note that this is the service-learning process, and that it's rooted in ASKING QUESTIONS.*
- Share with children what the process involves, marking places on the “pie chart” as you go.



- **Investigation:** Ask if anyone knows what this is? (Or explain that it's “how you find things out.”)
- **Planning and Preparation:** Ask what this means? Can anyone give an example? Let them know that this is how you figure out the steps for the action you want to take.
- **Action:** This is the “doing” part, when you're often out in the neighborhood.
- **Reflection:** Ask what they think this means? What does a mirror do? How is this like what we do after we read a story? Let them know that in service-learning, this is when you think about what's working and what's not, and ask yourself why.
- **Demonstration:** Ask if anyone knows what this is? In service-learning, this is when you share your project with others. Sometimes you are making suggestions about how to fix a problem to people who don't know as much as you do about the problem.
- Ask if anyone has questions about the process.

Activity #3: Reviewing Service-Learning Process

Time: 5 minutes

Directions:

- For the younger children, recap the Kid President and Australia video about the actions the children were doing in five minutes per day.) For older children, do a quick review of the “Bye, Bye Plastic Bags” initiative led by two sisters in Bali.
- For those who missed Session #2's viewing, have someone share what the sisters did in Bali. (Or, for those who missed Session #2's

viewing, have a laptop station set up to view the Teen Ted Talk: "[Our Campaign to Ban Plastic Bags in Bali](#)" (10 mins.)

- Have children think back to two sisters and their "Bye, Bye Bags" anti-plastic bag project on Bali, and note what the sisters did to investigate, plan/prepare, take action, reflect, and share what they learned.

Activity #4 : Asking Good Questions (Introducing the Q-Matrix)

Time: 15 minutes

Directions:

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

"The reasons people are homeless."

(Or use one of the issues the students developed in Session 1.)

- Ask if participants what makes a good question? (Young people might talk about the difference between getting a short or long answer. Often the better questions begin with "Why...?" or "How?...")

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

- Tell the group that they will go be going through a process to develop good questions about their issue areas.
- This large-group activity is meant to model that process.

- Tell the young people that they are going to think of as many questions as they can about homelessness, using something called the "Q-Matrix." (You will be documenting their questions, word-for-word.) The Q-Matrix is to help come up with really good questions. Often the best are in the orange and blue areas of the chart, on the far right.
- Lead the group through coming up with questions about why people are homeless, using the Q-Matrix chart.
- Then, as a large group, choose the top three questions, and discuss why they are the strongest. (Probably this will be because they start with "Why?" or "How?" so require longer, more involved answers.) Examples might include: "How can people become homeless?" or "Why are there more and more homeless people in our community?"
- 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 retrieved 5/21/18)

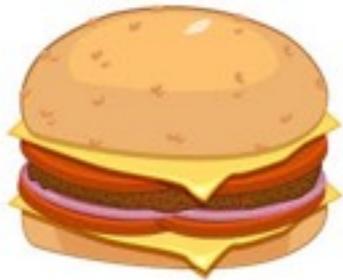
Activity #5: Reflection Circle

Time: 15 minutes

Directions:

Ask young people to think about the issue they want to change in the community, and come up with one good question about it. Use a talking stick to take turns sharing the questions. If a group member has a suggestion to make it stronger, have that person share their idea.

Get to Know You BINGO



FREE



Q Matrix

Name:

Change-maker Issue:

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

Learning Objectives

Children will be able to:

1. Know all group members by name. (SEL: social awareness + relationship)
2. Know how to develop good questions. (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

Copies of Q-Matrix for each young person (pg. 33) OR way to project Q-Matrix for younger children.

Project folders (for older children)

Pens/pencils

SESSION 5

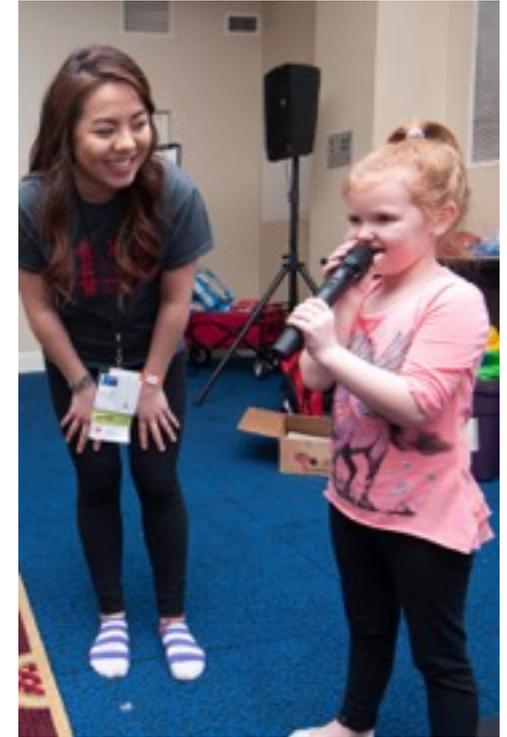
QUESTION DEVELOPMENT

Activity #1: Buddies

Time: 10 minutes

Directions:

- Gather children, 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 children divide, as quickly as possible, into groups associated with the category called.
- 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 their new buddies and introduce themselves to each other.
- Announce the next category and continue having the children divide into groups until the categories are exhausted.
- **Reflection Questions:** “What was easy?” “What was hard?” “Why do we do this activity?” (Answers may include: “To meet new people,” “To learn more about each other,” “To find out what we have in common,” etc.)



Activity #2: Group Work Developing Questions

Time: 5 minutes

Directions

With younger students, the following activity can be **done as a large group on a single issue**. If adult volunteers are available, they can be the small group note-takers.

- For older children, hand out project folders. Have them write their names on them and designate a place for the folders in the room.
- Have children get into their **change-maker groups** -- ideally three to four of these groups, total -- each of which includes at least one child (or volunteer adult) who can write.
- Remind children that these are the things they said they wanted to change the first day. (The facilitator may want to suggest some options of issues that are manageable within the timeframe of the program if children don't remember their original issues.)
- Let groups know that they will be presenting their change-maker areas to the larger group for feedback. The focus of this session is to develop good **questions** on their issues in their change-maker groups.

- Ask if anyone who was part of the last session can describe the question development steps. (1. Brainstorm as many questions as you can; 2. Review questions, choosing the top three questions that require more than one-word answers.)

Activity #3: Small Group Work: Developing Questions

Time: 15 minutes

Directions:



This can be done as a large group activity with younger children, using the children's chosen change-maker issues.

- For older students, share copies of the **Q-Matrix** (pg. 33) in the change-maker groups.
- Have participants generate QUESTIONS using the Q-Matrix. They will need to follow these steps:
 - In the change-maker groups, have participants generate QUESTIONS about their issues, using their Q-Matrix form.
- Each group should then circle their **top three questions**, and be able to explain WHY they're the top three. (Usually

these questions being with “Why?” or “How?” and lead to more involved answers.)

Activity #4: Sharing Questions

Time: 15 minutes

Directions:



(With younger children, this can simply be a discussion.)

- Tell participants that this is where they use their active listening skills (fully concentrating so that they understand and can respond to what has been said).
- As each group shares its questions about their change-maker issues, others listen for any questions that seem strong.
- Have group share their top three questions.
- Have large group share suggestions for improving the questions, as needed.

Activity #5: Reflection/Exit Ticket

Time: 15 minutes

Directions:

Pose the following question and have participants answer orally or write responses (or draw ideas) on paper, signing their names to the papers:

“Why is change needed on your topic?”



Learning Objectives

Children will be able to:

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

Materials

Group norms, posted

Project folders, containing Question-Posing form (pg. 40)

Copy of the Facilitator Fist-to-Five form (pg. 39).

Chart paper

Markers

Emoji faces, cut up and posted (pg. 41).

SESSION 6

CHANGE-MAKER RESEARCH

Activity #1: What's Your Story?

Time: 15 minutes

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.)
- If a child doesn't have a name story to share, they can share their favorite thing to do. Have the pairs share their stories with their partners.
- Then, each person introduces the partners to the larger group with their stories.
- **Reflection Question:** Why is this an important activity to do even with people whose names you know? (Answers may include: "Because you learn new things!" "Because everyone has a story," or "Because we find out more things we have in common.")

Activity #2: Preparing for Change-Maker Presentations

Time: 10 minutes

Directions: (As the facilitator, have *Fist-to-Five Form* on pg. 39 available.)



- As a large group, brainstorm the ways in which the youth-selected change-maker areas (like schoolyard practices, help for the hungry, pet needs, etc.) will be chosen.
- Provide the following examples of strong criteria they will use to judge the projects: *whether there are ways to address the issue in two hours of action; whether addressing the issue will require additional money; whether addressing the issue will be fun, etc.* These are the criteria that get listed on the form (pg. 39).
- Discuss and agree on three criteria, and -- as a facilitator -- write those three criteria that will be applied to their issue areas on the projected Fist-to-Five form.
- As a facilitator, hang onto the Fist-to-Five form. You will be using this for the next few sessions.

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

Activity #3: Research

Time: 20 minutes

Directions:

- Have children get into their change-maker groups. Ideally, have at least one child who can write in each group.
- Using whatever resources are available -- whether people in the building or neighborhood, internet, or a site-based library -- have children find out what they can about their change-maker issue -- locally and globally. Maybe there are even some experts in the room -- or parents who can serve as experts.

(for older students) Have them use the question-posing form to write down the information they find (pg. 40). These forms will be kept in the children's project folders.

Activity #4: Emoji Reflection

Time: 15 minutes

Directions:

- Ask children 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.

(for the FACILITATOR) Fist-to-Five! Form

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

Step 1: List the Issues: List the change-maker issues the children identify down the left side of the chart.

Step 2: Establish Criteria: Across the top row of your chart list three criteria that you will use to rate the feasibility of addressing each need. The criteria that you select should be conditions that you and they believe are necessary to carry out a successful service-learning project. (Note: Usually the facilitator names one of the criteria.)

- For example:
 - Perhaps outside funding would be required to establish a recycling program, so “*money*” would become one of your criteria.
 - Maybe the timeframe for achieving the goal is longer than the time allowed, so “*time*” becomes one of your criteria.
 - Maybe the group is worried about whether they can get permission to do the project from a building supervisor, so “*permission*” would be one of the criteria.

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

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

Change-Maker Issues	Criterion #1: _____	Criterion #2: _____	Criterion #3: _____	Average of Scores
1. _____				
2. _____				
3. _____				

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

Question Prompts for Research

Name: _____

Change-Maker Issue: _____

What can we do to make this better?

_____?

How could we help?

_____?

How can we make...

_____?

Where might we find ...

_____?



Learning Objectives

Children will be able to:

1. Establish criteria on which the projects will be assessed (SEL Skill: responsible decision-making)
2. Interview community experts related to project ideas. (21st Century Skill: Learning + Innovation: Critical Thinking and Problem-Solving)

Materials

- Group agreements, posted
- Facilitator Fist-to-Five form (pg. 39) drawn on large chart paper or whiteboard.

SESSION 7

CHANGE-MAKER ISSUE SELECTION

Activity #1: Walk/Stop Energizer

Time: 10 minutes

Directions:

- Tell the group that when you shout out directions, they are going to do the opposite, so that when you say “Walk!” they are going to stop, and when you say “Stop!” they are going to walk.
- Practice for a few minutes, then try another direction like “Sit!” and “Stand!”
- Practice again, then mix in some “Walk!” and “Stop!” commands.
- Add a third set of opposites like “Jump!” and “Sleep!”
- Practice until everyone has those two opposite movements figured out, then mix in some commands some from the previous directions, until the group is doing the opposite of all six movements.
- **Reflection question:** Why is this a helpful activity? (Children may answer that it helps them think flexibly, be prepared for the unknown, and energizes the group for the session ahead.)



Activity #2: Fist-to-Five Voting on Change-Maker Issue



Time: 25 minutes (for 4 groups of 3-4 children each, with 5 minutes prep at the beginning and 5 minutes per presentation, including fist-to-five voting on the issue).

Directions:

Have the Fist-to-Five chart (pg. 39) drawn on large chart paper or whiteboard. For younger children, this can be done as a discussion. For older children, have the change-maker issue groups present their research.

- Tell the group that they are going to choose one **change-maker issue** from all the issues presented, based on the research the small groups conducted last session.
- Review the **three voting criteria** the children selected earlier for choosing the issue.
- Have the small groups meet for five minutes to figure out who says what. Each child should have **one point to make** about WHY their issue is important, based on what they researched and learned about it the previous session.
- As each group shares their reasons for why they think their issue should be selected, the rest of the children consider the three criteria on which they will vote for the project. Each of the criteria gets a **finger vote of 1-5**. (A closed fist=no points.)
- The average of the group is easy to **assess visually** once the children hold up their hands. Assessing visually, estimate whether the first criterion gets a 1-5 vote, and record that number under the first criterion.

- Continue through the three criteria, and **average the scores** at the end. This will give the group of children a quick and easy math lesson, and will build support for the final decision of the change-maker issue.

Activity #3: Developing Voting Criteria for Project Ideas

Time: 15 minutes

Directions: Now that the issue has been chosen, let the group know that in this next step, they will be brainstorming projects that could help with the issue they chose. These projects need to be fairly simple so that they can be completed in two one-hour sessions (two hours, total). The project the group chooses to do will be voted on in the same way they selected the issue.

(Note that if children have jumped to a project idea early, it is still a good idea to take the idea through Fist-to-Five voting, as this may help them refine their ideas or recognize problems they hadn't originally considered in their project ideas.)

As the facilitator, use the Fist-to-Five form (pg. 39) projected or drawn on a white board. Ask the group to brainstorm ways that project ideas should be evaluated. (One of them should be whether everyone can have a role in the project, since the strongest project presented will be the one the whole group does together. It's a good idea to "seed" this idea in the group, by asking: "So, what would make for a good project for our group?" Write these criteria on the chart.)

For example, **projects** that are related to the change-maker issue of welcoming new people to their neighborhood might include:

- making a multi-language welcome banner.
- putting together a care package of local business contributions.
- drawing a map of the essential services in the neighborhood and writing welcome messages for the new people.

Activity #4: Exit Ticket Reflection on Project Ideas

Time: 10 minutes

Directions: Ask children to think of two to three small-scale projects that the group could do to address their change-maker issue.

“Popcorn” around the room, asking children to share their ideas and asking clarifying questions as children share them. As a facilitator, take notes so that you have them available for the next session.

(NOTE: As a facilitator, invite 1-3 community experts to your next session, so that the children can interview them to help refine their project ideas.)

Learning Objectives

Children will be able to:

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

Materials

- Group agreements, posted
- list of project ideas from exit ticket reflection discussion last session
- Large Facilitator Fist-to-Five Form (pg. 39) including criteria for project selection.
- Question-posing forms (pg. 40) for each change-maker group.
- Facilitator Form on Community Partners (pg. 48)
- Markers
- 1-3 invited community experts for second half of session.
- Talking Stick (object to be passed during large group discussions.)

SESSION 8

RESEARCHING PROJECT IDEAS

Activity #1: Body Pens

Time: 10 minutes

Directions:

Have everyone stand in a circle.

Tell the group that you are going to be spelling words with capital letters, using different body parts. Because the focus of this session is “projects”, try spelling out that word.

- Have people make the shape of “P” with their fingers.
- Have them make the shape of “R” using their elbows.
- Have them make the shape of “O” using their arms.
- Have them make the shape of “J” using their noses.
- Have them make the shape of “E” using their arms.
- Have them make the shape of “C” and then a “T” using their whole bodies.
- **Reflection Question:** How does this help us get ready for the session today? (Children may answer that it gets them focused and/or energized.)



Activity #2: Developing Project Ideas

Time: 10 minutes

Directions: *(With younger children, this activity may best be done in a large group. As a facilitator, plan to have one to three issue “experts” visit the second half of this session.)*

Read the **list of project ideas** from the exit ticket reflection after the last session OR brainstorm new project ideas related to the groups’ change-maker issue.

For example, maybe their change-maker issue is rescuing animals. Some people want to partner with the local Humane Society to recruit foster animal families while others want to make toys for dogs. Maybe others want to develop a short skit about the life of a stray animal to raise awareness about stray cats and dogs.

- Try to have at least **three good project ideas**, and group children according to the idea they are interested in, with no group exceeding three-four members.
- Review the ways that the proposed projects will be evaluated (i.e. the **criteria** they established in the last session.) Remind the children that they are developing projects that can be done in about two hours, and that they have to be projects that everyone can participate in.
- Let groups know that they will be **presenting their project ideas** to the larger group during the next session.
- Make sure that all groups have **questions** (identified earlier and recorded on pg. 40) related to their project ideas to ask of a community expert. These experts can come to the session, or be available on-site so that children can walk to them.

- Remind the small groups that the goal is to get a five-finger vote from the the larger group when they present their research on their project ideas to address their change-maker issues.
- There will be a “fist-to-five” vote on each project idea, assessing the viability of the project according to what they learned from the interviews with experts.
- If experts are coming into the session, make sure that everyone has at least one good question to ask about their projects, based on the criteria they established for evaluating the projects. (For example, they might be asking: Do you think that we need a community garden? Where would you suggest we plant one? Is there anyone you know who could help us?)

Activity #3: Introducing the Idea of Community Experts

Time: 10 minutes

Directions: You may want to have a copy of the Facilitator’s Community Partner Form in hand to record the children’s ideas.

Ask the large group: “How do we figure out whether our project ideas are good ideas that are needed? Who can help us figure this out?”

(Use a large-group issue example, like the need to welcome kits for families new to the neighborhood.)

Have group brainstorm, across the categories below possible people they could talk to about their ideas. (Use the chart at the end of the chapter to record the children’s ideas.):

- **government/elected officials** (mayor or someone who might know about people moving to the area)
- **business people** (maybe a bank would be willing to help fund donations for the kits)
- **law enforcement** (school-based safety officers might know about new student needs)
- **healthcare providers** (a local clinic might also know what new families tend to need, or might be willing to distribute the kits)
- **media** (a radio station might be willing to share announcements about the welcome kits)
- **schools** (a college might be able to share how they welcome and orient their students)
- **teachers** (a school-based counselor or social worker might be willing to share what they have experienced with new students coming to the school)
- **parents** (they are often wise about a range of needs)
- **community agencies** (a local service agency like a Community Action Agency might know what would be helpful)

Activity #4: Interviewing Community Experts

Time: 20 minutes

Directions:

Have everyone get into their change-maker groups that now have project ideas.

Introduce the community experts you've invited to serve as resources to this session.

Have the children pose questions to the experts, based on their project ideas, helping them refine their ideas so that they are manageable.

Activity #5: Community Expert Reflection

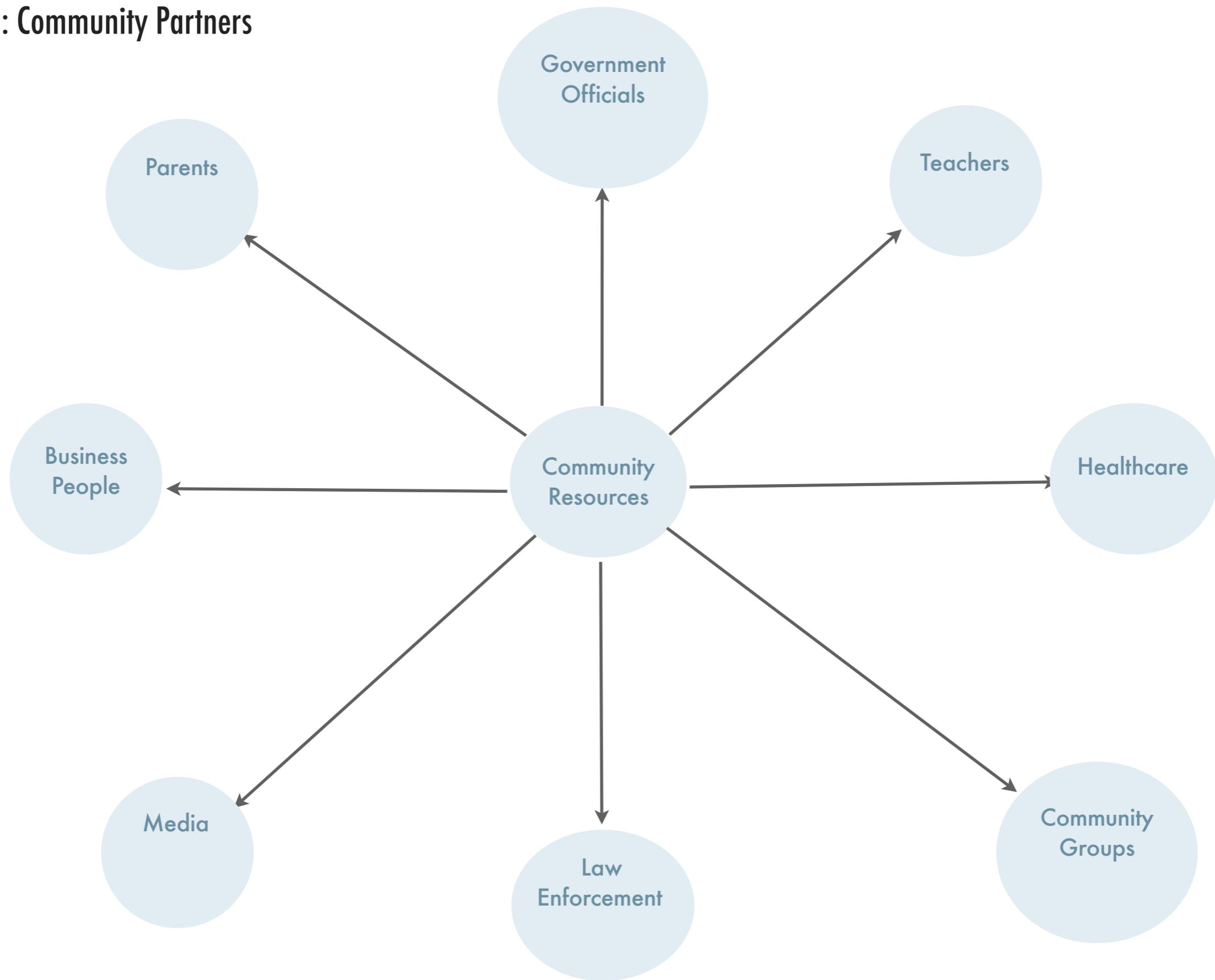
Time: 10 minutes

Directions:

In a large group, using the talking stick/object ask the children what they learned from these community experts.

Remind the group that the small groups will be presenting on their project ideas at the next session, and that everyone needs a speaking role. Everyone should have one point to make about why they think their project is a good one for the large group to do together.

Facilitator Form: Community Partners



Learning Objectives

Children 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 (SEL Skill: responsible decision-making)

Materials

- Group agreements, posted
- Way to play music
- Facilitator Fist-to-Five Form (pg. 39)
- Talking stick (object that can be hand-held)

SESSION 9

PROJECT IDEA PRESENTATIONS

Activity #1 Rose, Thorn, Bud

Time: 15 minutes

Directions:

- Have everyone take a minute to think of one “rose” -- something good about 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.
- **Reflection question:** Ask them what surprised them in what they heard from others.

Activity #2: Fist-to-Five Voting

Time: 35 mins., allowing for four 3-min. presentations; 3-min. Fist-to-Five voting, and approximately 3-min. Q & A for 4 groups of 3 members each

Directions:

PREPARATION:



(See pg 39, for the Facilitator's Fist-to-Five form.)

- Have participants get into their project groups.
- 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.
- Review with the children the criteria that they helped establish earlier, and will be voting on to assess the strength of the project ideas.
- 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.

VOTING/DECISION-MAKING:

After the presentations, call out each of the criteria, and have the children raise their hands to show whether they vote 0-5 on each of the criteria.

- Get a quick visual average and record it on the board.
- Then average the 3 scores, to see whether the project is a 4-5.

From this consensus-building activity, the group decides on the ONE project that the large group will do together

Activity #3: Group Reflection

Time: 15 minutes

Directions: Ask the group “What kind of help do we need to make our project successful at this point?”

Learning Objectives

Children will:

1. Know their leadership styles, strengths, and challenges. (SEL Skills: self-awareness + self-management)

2. Understand how to develop S.M.A.R.T. goals. (21st Century Skills: Learning + Innovation: Critical Thinking + Problem-Solving + Collaboration)

Materials

- Group agreements, posted
- Animal photos, posted (pp. 54-60)
- Post-its or scrap paper
- Markers or crayons

SESSION 10

LEADERSHIP STYLES

Activity #1: Animal Leaders

Time: 20 minutes

Directions:

- Point out the seven animal photos posted around the room (the cattle egret, Canadian geese, honey bees, dolphins, wolves, orcas, and hyenas)
- Note that there are a lot of creatures survive on cooperation and teamwork. They stick together because they have to – it's critical to their survival.
- Have group brainstorm what they know about each animal by pointing out what behaviors they see happening in each photo.

In general...

Cattle Egrets: The Cattle Egret (bird) is often seen perching on cattle or other grazing mammals. The egret eats parasites off of the cow's body and warns about oncoming predators. Meanwhile, the cattle shake up grass and dust, disturbing insects for the egret to eat. This is a kind of team-work and healthy co-dependency.



Canadian Geese: Canada Geese use the flying “V” formation for migrating long distances. If the leader at the point of the V gets tired or sick, another goose takes its place. This ability to rotate leadership shows how important it is, not only for leaders, but 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. They are very resourceful and considered expert scavengers.

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

- Have children decide which animal they are and why.
- Have them move to sit by that animal, then have them share with each other:
 1. How do they think this sort of leader helps the team?
 2. What might make this sort of leadership challenging or hard?
 3. What does this kind of leader need from their other team members?

Activity #2: Small Group/Large Group Sharing

Time: 15 minutes

Directions:

- Within groups, have each member share their answers.
- Have small groups come to consensus over the strengths and challenges of their animals, plus what they need from others.
- Have groups choose one member to share out with larger group the group’s consensus about the three areas.
- Have each group report out to the larger group.

Activity #3: Large Group Backwards Planning Discussion

Time: 15 minutes

Directions:

Introduce the idea of backwards planning -- figuring out the steps or tasks in a project that will help the group complete its project with each type of leader having a clear responsibility.

Have the group figure out one **goal** related to their change-maker project. What do they want to accomplish by the end of the project? (For example, do they want to make the playground more peaceful? By when? What steps will it take to achieve this goal? Who, from among the different types of leaders in the group, might be best matched to which action steps in the project?)

Tell the group that in the next session, they will be doing more of this kind of planning on their project -- ensuring that everyone has a task for which they are responsible. This introduction is to get them thinking about the tasks for which they might want to take responsibility and practice their leadership.

Activity #4: Reflection on Leadership Style

Time: 10 minutes

Directions:

Discuss, using the talking stick: Given what you learned today about your animal/leadership style, how can you help the project?



Cattle Egrets



Canadian Geese



Honey Bees



Dolphins



Wolves



Orca Whales



Hyena

Learning Objectives

Children will be able to:

1. Develop an action plan. (21st Century Skills: Learning + Innovation: Critical Thinking + Problem-Solving + Collaboration)

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

Materials

- Group agreements, posted
- Project Folders
- Enlarged action plan (see pg. 64) drawn on chart paper or whiteboard
- Sticky dots in red, yellow, and green
- Script form (pg. 65), copied for participants.

SESSION 11

ACTION-PLANNING

Activity #1: The Winds of Change

Time: 10 minutes

Directions:

- Gather group in a circle.
- As the facilitator, stand in the middle of the circle and say, “The winds are blowing for anyone who ...” ending the sentence with something that is true for at least one person in the group. For example, “rode their bike here today.”
- All who rode their bikes switch places with each other. At the same time, the person in the middle also moves to a space in the circle vacated by someone else who rode their bike. In other words, 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”. They become the person in the middle of the circle thinking of the next qualifier, and beginning with “The winds of change are blowing for anyone who...” (for example, is wearing sneakers!)
- If someone says something that is only true about them, and no one else moves, everyone claps and says, “You’re unique!”



Activity #2: Backwards Planning (in the large group)

Time: 20 minutes

Directions:

- Explain what a timeline is, noting that the group has just three sessions to accomplish their goals -- the ACTION part of the project. (For once-per-week programs, this will take a month. For daily, one-hour programs, this should take a week. But know that the action phase of the service-learning process is highly flexible, and can be expanded to fit the available time.)
- Guide the group through a backwards planning activity.
- Begin by modeling this timeline development as a large group, using the selected project.
- Model how to back-plan, using the “Timeline for Action” (on pg. 64). If (for example) the goal is offering a story hour, reading children’s books designed to inspire action, developed by the group, back-plan by asking questions such as:
 - When do we need to have this project done?
 - What do we have to do to get to this goal?
 - How long will it take us to draft the book?
 - How much time do we need for editing?
 - Will producing the book require additional money and/or supplies?
 - If yes, how and by when will need to secure the funds?

- Are there any potential partners who could support the supplies/needs?
- Are there other partners who could help us in other ways?

Activity #3: Determining Roles

Time: 10 minutes

Directions: This is the step for matching the people with the tasks. The goal is to establish who will do what by when.

In the example of producing a children’s book:

- Ask: Who (1-2 people) would like to help write the book?
- Who will find out about supplies?
- Who wants to reach out to the partners?
- Who will read the drafts of the book and make suggestions to improve it?
- 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?

Activity #5: Role-Modeling Outreach

Time: 10 minutes

Directions:

- Tell the group that an important part of community action is being able to talk with people you don't already know. This activity will help build courage for those actions.
- Brainstorm the 5Ws/1H questions: Ask: "Who knows what these might stand for? Who can make a guess?" (HINT: They are the basic questions every good reporter wants to get answered.)
- **W: WHO** (are you)? Introduce yourself!
- **W: WHY** (are you contacting them)? Explain yourself!
- **W: WHAT** (are you after)? Be clear! (and think of WHAT'S in it for them!)
- **W: WHEN** (does this need to happen)? Refer to your timeline.
- **W: WHERE** (will it happen)? Do you need support for the day of action, or ahead of time?
- **H: HOW** (should we make arrangements)? What are the next steps?
- Ask for two volunteers to role play, using the scenario outlined and the action plan 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 any areas where additional clarity might be needed.

Activity #6: Exit Ticket Reflection

Time: 5 minutes

Directions:

Ask: What is your role in the group? What do you need help with?
How will your animal leadership style help you accomplish your role?

Timeline for ACTION!

Goal	Action Step	Person Responsible	Supplies Needed	Deadline	Status

Children will be able to:

1. Take individual actions to contribute to a group goal (SEL Skills: Self-management + relationship-building; 21st Century Skill: Communication)

Materials

- Group agreements, posted
- Pairings of things (like salt and pepper), one term -- half of the pair -- written on each post-it. (See page 67.)
- Project Folders (*for older children*)
- Timeline form (pg. 64)
- Talking Stick

IMPLEMENTING ACTION PLAN

Activity #1: Salt and Pepper

Time: 15 minutes

Directions:

- Stick one post-it of the pairings (from pg. 67) on the back of each person, making sure that they haven't seen the paper. (For younger students, you may want to have pictures rather than words.)
- Have everyone asks "yes" or "no" questions 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.
- **Reflection Question:** Do you think this warm-up is easier to do now that you know one another? If yes, what makes it easier?



Activity #2: Taking Action Steps

Time: 30 minutes

Directions:

- Review the goals for the project established in the previous session.
- Ensure that everyone has an action role and knows what it is.

- As the young people take their action steps, circulate to help problem-solve. Youth leadership should be the norm, so it is best to problem-solve by posing questions that help children come to their own answers and strategies.
- Remind children that this is small project, so that they shouldn't worry where they are in the process.
- They will have the remainder of this session, plus the next two sessions to work.

Activity #3: Circle Reflection

Time: 15 minutes

Directions:

- Gather participants in a circle, with the talking stick handy.
- Remind people that they can pass on one question in the reflection circle.
- Ask children how their actions went. (What were some successes? What are the challenges? How can the group best prepare for the next session?)
- Pose the following questions to the group:

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

“How can others in the group help?”

Thank children for participating, and remind them that for the next two sessions, everyone will continue their roles, helping each other problem-solve, and working toward the change-maker project goals.

SALT	PEPPER
YING	YANG
PEANUT BUTTER	JELLY
CAT	MOUSE
MICKY MOUSE	MINNIE MOUSE
SUNRISE	SUNSET

Pose the question to the group:

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

Ask:

“How can others in the group help ?”

Thank children for participating, and remind them that for the next two sessions, everyone will continue their roles.

Learning Objectives

Children will be able to:

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

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

Materials

- Group Agreements, posted
- Project Folders (for older children)
- Supplies required for group actions
- Small ball or throwable object

SESSION 13

TAKING ACTION I

Activity #1: Collective Clapping

Time: 10 minutes

Directions:

- Have participants sit or stand in a circle.
- Have them 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 as time permits.
- **Reflection questions:** Was this hard or easy for you to do? Why? What strategies helped? How does this activity relate to what we're doing?



Activity #2: Group Action

Time: 35 minutes

Directions:

- Quickly get people into their **role groups**. (If, for example, the children are writing a children's story, the writers would be in a group, the illustrators in another, etc.)
- Remind them that this is one of the remaining two days when they will be taking action on their project ideas -- unless, of course, the program allows for more time in the action phase of the project. The amount of time spent doing the action is a highly flexible part of the service-learning process.
- While each of these roles is different, assure the children that you are available to them, and that they and their peers have problem-solving skills to help them when they get stuck by this point in the program.
- For those going outside the space to do their role, remind them to be on their best behavior, and to thank anyone with whom they interact for their time.
- Make sure that all groups know the time they need to return.
- Finally, share with the participants that they should be keeping pieces of their project for later public sharing (demonstration) of their work. These "artifacts" can range from photos to video recordings and/or notes, to sketches or samples of the product produced.
- 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 question or a loaned pen, or as significant as a chat with a community expert.)
- Remind everyone that they will need to be wrapping up their actions during the next session.

Activity #3: Circle of Thanks

Time: 15 minutes

Directions:

- Gather participants in a circle.

Learning Objectives

Children 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 project goals (21st Century Skills: Learning + Innovation: Critical Thinking + Problem-Solving + Collaboration)

Materials

- Group Agreements, posted
- Supplies required for small group actions
- Paper that can be folded into a card.
- Markers, colored pencils, crayons

SESSION 14

TAKING ACTION II

Activity #1: Silent Line-Up

Time: 10 minutes

Directions:

- Have everyone stand up.
- Tell them that they must be silent during this activity.
- With young ones, have them line up by height without talking. With older, have them line up in chronological order, from youngest to oldest, without talking.
- **Reflection Question:** How easy or hard was this to do? What helped? How does this relate to the project?

Activity #2: Group Action

Time: 35 minutes

Directions:

- Quickly get people into their role groups, if that is relevant to the project.
- Remind them that this is the second of two days within which they will be taking action on their project ideas. (Although, the total amount of time spent is flexible and can be expanded to fit the available program time.)



- Remind the children that while each of their roles is different, 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.
- Finally, share with the children that they should be keeping examples or artifacts of their project for later public sharing (demonstration) of their work. These artifacts can range from video recordings or notes from interviews to drafts or sketches of ideas.
- If not traveling as a large group, make sure that all role groups know the time they need to return.

Activity #3: Reflection/Thank You Cards

Time: 15 minutes

Directions:

- Have children brainstorm who and what they are grateful for from the project experience.
- Hand out paper and crayons/markers, and ask that they draw one thing they are thankful for.
- Then have them think about who should receive that thank you art. (If students can write their names and a simple message, have them include these messages for project partners and community experts.)

Learning Objectives

Children 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 Agreements, posted
- Talking stick or passable object
- Project artifacts
- Poster board
- Markers
- Glue sticks
- Art supplies, as available
- Print-outs of United Nations Sustainable Development Goals (pg. 75)

SESSION 15

PLANNING FOR PRESENTATIONS

(DEMONSTRATIONS OF LEARNING)

Activity #1: Duck and Cover



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

Time: 10 minutes

Directions:

- Have all participants get in a circle.
- Stand in the middle and spin around with eyes closed, then point to a participant.
- 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.
- **Reflection Questions:** Was this activity easy or hard? Why or why not? Did anything surprise you about it? How does this relate to our project?

Activity #2: Action Reflection Circles

Time: 10 minutes

Directions:



While still in a circle, have the children sit and have a talking stick available.

Pose the following questions:

1. What was a high point of your action experience?
2. What was a low point, and how did you problem-solve it?
3. What is the biggest lesson you learned from your action taken?

Activity #3: Demonstration Planning

Time: 30 minutes

Directions:

- Tell the group that they will be figuring out how to share what they have done and learned, with the goal of inspiring others to take related actions. This is the “demonstration” part of the service-learning process and may be considered their **Change-Maker Presentation**.
- For example, community members, site staff, and participants in other afterschool programs might be invited.
- They will be making “demonstration boards” of their action, which will (ideally) remain on display so that others -- outside of the time that they actively share their work -- can also view their actions.

Suggest that the children organize their demonstration boards around three questions:

1. WHAT? (What was the issue? Why was it important to you?)

2. SO WHAT? (So what did you do about it? How did you take action? What did you learn?)

3. NOW WHAT? (What are the next steps? Who should/might lead them? How can others help?)

- Ask for volunteers to develop demonstration boards, other volunteers to speak and figure out what to say, others to develop and deliver invitations -- including to the parents.
- Have children develop a flier that can be posted around the site, listing the time, date, and focus of the event.

Activity #4: Reflection: Linking Globally

Time: 5 minutes

Directions:

- Share the print-outs of the United Nations 17 Sustainable Development Goals. Tell the children that these are needs the world has, that people across the planet share in common, and that a big organization (the United Nations) is asking all children across the world to get involved.
- If the children don't yet read, have them guess what the symbols relate to.
- Ask participants to circle the goal they think their project addresses.
- Have them sign their names to the back of the charts.
- Tell them that the group will come back to this list in the next couple of sessions.

THE GLOBAL GOALS

For Sustainable Development

1 NO POVERTY



2 ZERO HUNGER



3 GOOD HEALTH AND WELL-BEING



4 QUALITY EDUCATION



5 GENDER EQUALITY



6 CLEAN WATER AND SANITATION



7 AFFORDABLE AND CLEAN ENERGY



8 DECENT WORK AND ECONOMIC GROWTH



9 INDUSTRY, INNOVATION AND INFRASTRUCTURE



10 REDUCED INEQUALITIES



11 SUSTAINABLE CITIES AND COMMUNITIES



12 RESPONSIBLE CONSUMPTION AND PRODUCTION



13 CLIMATE ACTION



14 LIFE BELOW WATER



15 LIFE ON LAND



16 PEACE, JUSTICE AND STRONG INSTITUTIONS



17 PARTNERSHIPS FOR THE GOALS



THE GLOBAL GOALS
For Sustainable Development

Learning Objectives

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

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

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

Materials

- Group agreements, posted
- Demonstration boards
- Internet access to [video introducing the United Nations Sustainable Development Goals](#)
- Tables to display poster boards (as an alternative to taping the posterboards to walls.
- Post-Surveys, printed (pp. 19 and 20)

SESSION 16

PRESENTATIONS (DEMONSTRATIONS OF LEARNING)

Activity #1: The SDGs and Me

Time: 10 minutes

Directions:

- Share the list of 17 Sustainable Development Goal areas and pass out the demonstration boards.
- Introduce SDGs through [this 5-minute animated video](#).
- Then have children THINK/PAIR:
 - **(THINK):** Which of the Goals fits their project best? Have the participants add the SDG to their poster board of their project.
 - **(PAIR):** Have the two partners share which Goals they think they addressed. Then discuss whether they think their problem exists in other parts of the world.
 - **(SHARE):** Share with the larger group:
 - 1) Whether they think the need for their change-maker project is global/exists in other parts of the world.

THE GLOBAL GOALS For Sustainable Development



2) What the pairs know about the need in other parts of the world.

Activity #2: Set-up for Change-Maker Demonstration

Time: 10 minutes

Directions:

- Have children gather all their artifacts and demonstration boards.
- Have them prepare for their presentations by deciding who answers which questions.
- Ask for at least two children to welcome participants at the door.
- Be sure that all children know to thank the visitors for their interest.

Activity #3: Hosting Change-Maker Demonstration

Time: 30 minutes

Directions:

- Open the doors and welcome visitors.
- Have children share their project, making sure that they highlight HOW they decided to take this action; WHAT they did; and WHAT the results were.

- Ask for ideas from the visitors of what they think should happen next to address the change-maker topic.

Activity #4: Talking Stick Reflection + Post-Survey

Time: 10 minutes

Directions:

Gather the group, and share the talking stick.

Ask:

- What went well for you today?
- Why do you think that was a personal highpoint?
- Then have older students complete the post-survey (pg. 19), which is the same as the pre-survey. Assure children that there are no right or wrong answers. Let them know that this is all just a self-assessment of how they think they grew through the experience. (You may also use the post-survey for younger children on pg. 20, reading the statements aloud and having them circle the emoji that represents whether they agree or disagree with the statements.)
- Thank the group for contributing to making their community, and the world, a better place!
- Consider taking a group picture with the SDGs or having children act out the SDG they think their project addressed to complete the experience.

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>