



Youth
Changing
the World



Semester of Service Teacher Toolkit



Powered By:



"Serve a Semester,
Change the World"





*Youth
Changing
the World*

Founded in 1986, YSA supports a global culture of engaged children and youth committed to a lifetime of meaningful service, learning, and leadership. With half the world's population under age 25, our mission is to help young people find their voice, take action, and make an impact on vital community issues.

The YSA program model **Activates** through campaigns like Global Youth Service Day and Semester of Service; **Funds** with YSA Grants; **Trains** with free resources, online and in-person trainings; and **Recognizes** through awards, communications, and visibility campaigns.

Through YSA's programs, youth lead community change through **Awareness** (educating others to change behaviors), **Service** (using their passion, creativity, and idealism to solve problems through volunteerism), **Advocacy** (to change policies and laws), and **Philanthropy** (generating and donating financial and in-kind support).

For more information, visit www.YSA.org.



State Farm® is the founding sponsor of Semester of Service.

State Farm believes all children deserve access to a quality education that will allow them to reach their greatest potential, help them become good community citizens, and prepare them for the workforce.

State Farm and its affiliates are the largest provider of car insurance in the United States. Their 18,000 agents and more than 65,000 employees serve 81 million policies and accounts. State Farm is ranked No. 41 on the 2014 Fortune 500 list of largest companies.

For more information, please visit www.statefarm.com

Table of Contents

Educator Orientation Materials

Investigation

Students use their strengths and passions to map their community, identify community needs, select one need to address, brainstorm ways to turn that need into an opportunity for meaningful service, identify and interview experts, and - after detailed research - propose a project with a measurable impact.

Planning and Preparation

Students collaborate to apply the information they gathered during the investigation stage to complete a comprehensive work plan for their proposed project. They identify partners, estimate costs, create timelines, and plan to measure project impacts.

Action

Students put their work plan into action, leveraging their resources and documenting their experience on social media, to raise awareness, perform service, or engage in advocacy or philanthropy.

Demonstration/Celebration

Students share their work with community members, teach others about their project, reflect on their experience, how they will sustain their efforts, celebrate their hard work, and recognize the people who contributed to their project.

Reflection
Students should reflect throughout their Semester of Service!

See page 13 for a detailed reflection guide.

Introduction

Semester of Service Examples	4
Develop a Project Timeline	9
Link to the Curriculum	11
Sample Lesson Plan	12
Reflection Guide	13
Launch Your Project	14
Additional YSA Resources	15

Investigation

Lesson 1: Get Started	16
Lesson 2: Choose an Issue	22

Planning and Preparation

Lesson 3: Think Globally, Act Locally	28
Lesson 4: Community Mapping	32
Lesson 5: Issue Experts and Community Partners	36
Lesson 6: Is This Project Doable?	39

Action

Lesson 7: Take Action	42
-----------------------	----

Demonstration/Celebration

Lesson 8: Demonstration and Celebration	54
---	----

Introduction

Welcome to YSA's Semester of Service! YSA is excited to partner with you as you transform your classroom and your community by creating a culture of meaningful learning through service.

Throughout every step of your Semester of Service, YSA will provide feedback and support.

Our goal is to make you part of a larger story by helping you take action to serve your community.

By partnering with teachers and students all over the United States and around the world, we seek to create a movement of students who find their voice, take action, and make an impact on issues important to them and to their community.

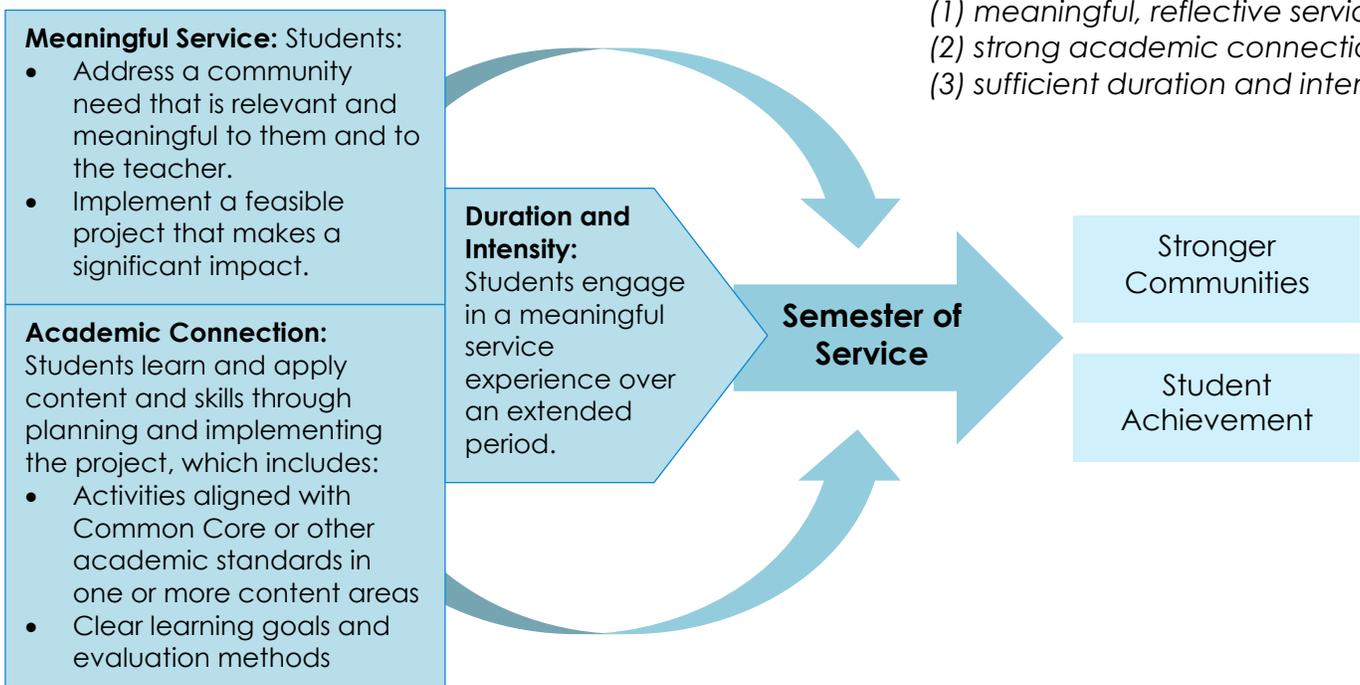
The new Teacher Toolkit includes:

- Lesson plan templates
- Engaging activities
- Integrated College and Career Readiness Rubrics

Within the Semester of Service *Teacher Toolkit*, you will find worksheets and lesson plans aligned with the IPARD/C model designed to build career and workforce-readiness skills (the 4 Cs). Because each project is unique, every classroom will use this guide differently. You understand your students, your community, and your project, and we encourage you to make the most of this resource by adapting it to your needs.

Congratulations on embarking on your Semester of Service! We at YSA cannot wait to see the amazing things you and your students will accomplish.

*The most successful projects share three qualities:
(1) meaningful, reflective service
(2) strong academic connections
(3) sufficient duration and intensity*



Common Core State Standards and College and Career Readiness

As educators across the country work to implement the Common Core State Standards and teach 21st century career and workforce skills, Semester of Service can provide an effective framework to help teachers actively engage students in their own learning while improving their local communities.

Common Core State Standards do not specify a specific teaching strategy – that is left up to individual educators. The high stakes of Common Core place additional pressures on teachers to demonstrate results. Teachers have two options – to double-down on teaching to the test, or take a more authentic and meaningful approach.

Through a Semester of Service, students are motivated to achieve as they see the knowledge and skills they are learning in school are relevant and useful to their community now, and not in some distant future. We encourage you to identify one, two, or three academic standards you need to meet in your classroom and have students apply them during your Semester of Service.

Community Service or Service-Learning Requirements

Do you have a community service or volunteer hour requirement at your school? If so, YSA encourages you to work with administrators to certify hours for your students for the time they spend on all service and learning activities during your Semester of Service. This will help make these hour requirements strengthen your teaching and be more meaningful and effective, rather than having students scramble to find volunteer opportunities at the last minute. We encourage you to count time students spend on all stages. As you complete your Semester of Service, record how many hours students are spending at each stage. For example:

IPARD/C Stage	# of Hours	Sample Activities
Investigation	10	Community mapping, surveys, etc.
Preparation and Planning	20	Timelines, task teams, etc.
Action	15	Implement project plan, do outreach, etc.
Demonstration/Celebration	5	Reflect, present to a public audience, etc.
TOTAL	50	

Alignment with Other Educational Strategies

Semester of Service can be aligned with – or used in conjunction with – many other education strategies, including:

- Student Leadership Development
- Citizenship / Civic Education
- Whole Child Education
- Project-based, Community-based, & Experiential Learning
- Environmental Education / Citizen Science / STEM / Maker movement
- Flipped Classroom
- Global Education
- School Climate
- Extended School Day / Out-of-School Time
- Career Exploration
- Deeper Learning
- Character Education

Semester of Service Spotlight #1



Mineola High School

Garden City Park, NY

Students from U.S. history and literature classes at Mineola High School investigated the issue of childhood hunger in their community and in America through academic research and interviews with community partners. Students presented their research to younger students and recruited them for service activities, volunteered at Interfaith Nutrition Network (INN) events, prepared and donated Thanksgiving Baskets to families in need, participated in a district-wide food drive, and held a fundraising pasta dinner benefiting the INN. Students shared their reflections throughout the project by creating a wall of pictures and personal reflections in their school lobby, and publishing a reflection booklet for community partners.

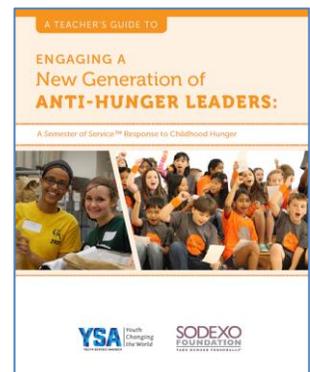
Common Core or State Academic Standards

Students worked in small groups to research the problems of childhood hunger throughout U.S. history. They gathered information from readings and other resources, evaluated and synthesized the data that they collected, prepared a display board on their group work, wrote reflection journals, and created reflection posters. Through their Semester of Service, students met the following Common Core State Standards:

- CCSS.ELA-Literacy.RH.11-12.7: Integrate and evaluate multiple sources of information
- CCSS.ELA-Literacy.WHST.11-12.2a: Introduce a topic and organize complex ideas
- CCSS.ELA-Literacy.SL.11-12.4: Present information, findings, and supporting evidence
- CCSS.ELA-Literacy.SL.11-12.6: Adapt speech to a variety of contexts and tasks

For more information, visit www.YSA.org/hunger_across_history

Find this and several other case studies in *A Teacher's Guide to Engaging a New Generation of Hunger Leaders* on www.YSA.org/resources.



Stage	Teacher's Role	Student Activities
Investigation	<p>Establish a baseline of knowledge. "Questions about hunger and access to food in our community became a diagnostic tool at the end of the Semester of Service to gauge student growth in knowledge, changed attitudes, and heightened awareness about childhood hunger in our community." Assign research groups. "The U.S. history class divided into smaller groups, each was assigned a historical period, and used class time to research and prepare a presentation on the conditions of life for children, the major problems and social climate, and the agents of change within each era."</p>	<ul style="list-style-type: none"> Completed a "preflection" survey about hunger and access to food in their local community. Examined income and food choices that families living in their community must make Assessed community needs by speaking with community partners such as Corpus Christian Parish Outreach, and the Interfaith Nutrition Network. Researched the problem of childhood hunger throughout history in research groups, and compared the various responses and government actions in different eras.
Preparation and Planning	<p>Develop and plan action projects. "Students brainstormed and designed projects to combat the problems of childhood hunger." Teach and engage younger students. "U.S. history students developed and presented lessons to 8th grade social studies classes, incorporating what they learned about the history of childhood hunger and the current status. The 8th graders decided to hold a coin collection in their classrooms and in the cafeteria during lunch." Build broad community awareness. "Student groups handled publicity, including presentations to local senior citizens groups, the Board of Education, and to parents inviting them to participate."</p>	<ul style="list-style-type: none"> Designed action projects that included a community-wide food collection, a partnership with 8th grade social studies classes, and the creation of a community pasta dinner fundraiser for our partners. Planned a sandwich-making service project with the 8th grade classes. Planned "mini-service activities" and organized their peers into work stations: craft projects such as creating placemats for the soup kitchen, and preparing sandwiches for the lunches at the soup kitchen. Presented their project plan and sent invitations to parents and elected officials. Organized donations of needed supplies from community organizations, parents, and faculty.
Action	<p>Encourage students to maximize impact. "Students developed unique ways of optimizing collections. One group of the AP students developed 'extreme couponing,' using coupons they collected to maximize what they could buy with donated money. In addition, students created competitions between classes to encourage donations."</p>	<ul style="list-style-type: none"> Invited 8th grade students to join them in preparing sandwiches for donation. Held a community pasta dinner "Mineola Macaroni: Making a Difference" with over 300 attendees, and raised \$2,700. Participated on the INN's Youth Board. Volunteered at the INN. Participated in a district-wide food drive. Prepared and donated Thanksgiving baskets to families in need.
Reflection	<p>Build reflection into authentic writing. "Students created a personal thank-you for all of the faculty, staff and community volunteers who assisted with the dinner. In each of these notes students were asked to make a personal reflection on the events. This was not only an excellent opportunity for students to reflect, but a particularly good authentic writing assignment."</p>	<ul style="list-style-type: none"> Wrote reflection journals and created reflection posters. Analyzed their pre- and post-service surveys. Reflected on the 8th grade presentations in discussion groups and discussed future directions.
Demonstration /Celebration	<p>Expand awareness through demonstration. "Students planned a celebration to present the money raised and reflections of the project. Local school administrators and elected officials were invited to this celebration."</p>	<ul style="list-style-type: none"> Created a reflection wall of pictures and personal reflections displayed in the school lobby Presented student-made reflection booklets

Semester of Service Spotlight #2



Lincoln IB World Middle School

Fort Collins, CO

The entire 8th grade (137 students) researched hydraulic fracturing, a local water quality and resource issue, and hosted a community Conversation Café at Colorado State University to discuss with community members the pros and cons of “fracking.” After the discussion, students analyzed their school’s energy data and decided to focus on energy conservation in their school and community. Students hosted a community Energy Expo at school. As a result of their efforts, they reduced energy use at school by 25% in four days. Throughout the project, the students were able to collaborate with each other, their teachers, community members, professionals, organizations, Colorado State University, and other sister middle school students and teachers, people with whom they usually do not get to work (see http://youtu.be/stnJV_3hObc).

Common Core Standards

- Research to Build and Present Knowledge: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- Comprehension and Collaboration: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own ideas clearly.
- Text Types and Purposes: Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

For more information, visit www.YSA.org/conversation_cafe

Find this and several other case studies in *STEMester of Service: Engaging Students through High-Quality Service & Learning* on www.YSA.org/resources.



Stage	Teacher / Adult Facilitator Role	Activities
Investigation	<p>"Students introduced research standards and invited issue experts to speak to the students: a whistle blower on hydraulic fracturing, staff members from the EPA and Sierra Club, and an engineer and a PR person from an oil company. Our primary partner was FortZED, whose mission is to transform downtown Fort Collins and the main campus of Colorado State University into a net Zero Energy District. Their mission fit perfectly with our goals, so it benefited us both. They brought in professionals from transportation, solar, and wind mill industries to speak with our students. After these presentations, we gave the students a list of 67 energy conservation strategies that community partners suggested, and each student chose the strategy they wanted to learn about and implement. Our students collaborated and communicated with professionals by listening and asking content related questions, thinking critically about complex information, and seeing and interacting with a variety of potential careers. It took hard work to bring on partners. A lot of people were afraid to work with middle school students, so the teachers and students had to persevere."</p>	<ul style="list-style-type: none"> • Students met with local energy experts who represented diverse perspectives. • Students collected and tested water samples from sites throughout the city. • Through surveys of their peers and energy audits of their home and school, captured baseline data of energy consumption. • Selected an energy conservation strategy to research and convince peers and family members to utilize. • Attended a half-day of FortZed training to become official FortZed Energy Rangers. • Students met with the head of the school district energy use and worked with the City of Fort Collins to get, analyze, and trend data, and then met with school district energy use staff to discuss ways to reduce energy in the school.
Preparation and Planning	<p>Students coordinated with Colorado State University to set up the Conversation Café, which would be held on campus, and scheduled a campus tour.</p>	<p>Conversation Café:</p> <ul style="list-style-type: none"> • Wrote position statements about hydraulic fracturing. • Learned elements of civil discourse. <p>Energy conservation campaigns:</p> <ul style="list-style-type: none"> • Created behavioral assessments of energy conservation strategies for residential and commercial environments in order to track changes in energy use.
Action	<p>"The students' action came in two parts. First, in January, they met with community members, partner schools, school staff, and issue experts in a Conversation Café at Colorado State University. At each table, students, community members, and issue experts discussed their point of view. The second action component was the students' energy conservation campaigns. They worked with each other and ran the campaigns."</p>	<p>Conversation Café:</p> <ul style="list-style-type: none"> • Facilitated dialogue about hydraulic fracturing, shared their position statements, and voted on whether they were for or against hydraulic fracturing. <p>Energy conservation campaigns:</p> <ul style="list-style-type: none"> • Challenged, tracked, and evaluated the school's staff (administration, teachers and custodians) energy consumption.
Reflection	<p>"Teachers and administration often think that reflection normally comes at the end of whatever you're doing. As the students were doing the project, they would sit and reflect, 'Hmm...is what we're doing working?' Then they could make adjustments as they were going along. That is ultimately the goal of reflection—assessing, 'How far did we grow? What was the process like? What can we do better next time?'"</p>	<ul style="list-style-type: none"> • Wrote blogs. • Had one-on-one discussions with teachers. • Presented research findings to staff members. • Completed reflection rubrics. • Participated in final informal group discussion.
Demonstration/ Celebration	<p>"Demonstration allowed the students to transform from learners to teachers, and to communicate with adults and professionals on an equal footing — something that they do not get to do very often. We connected the activities to reading, writing, and oral presentation skills, as well as math skills. When the students presented their data, they had to explain their thinking process and present the data in a way that showed that they met the standards. We also invited our new principal, which added to the seriousness and importance of the event. At our next staff meeting, our principal commented, 'I've never been to anything like that.' When they see how the knowledge and skills the kids have learned are put to use for good, administrators will walk away convinced of the power of a Semester of Service. Kids are used to 'playing' school. They know how to go to class and do the worksheets. But with a Semester of Service, success and failure became more than a grade, and making a difference fell on their shoulders. Their learning was a direct reflection of their efforts, and it was public."</p>	<ul style="list-style-type: none"> • Hosted a neighborhood "Zero-Energy District" Energy Expo and BBQ at school for fellow students, staff, neighbors, and community partners. • Presented their energy conservation strategy through a format of their choice; formats included documentary movies, websites, science fair trifold boards, and PowerPoint presentations.

Teacher Reflection

What did you like about these projects?

What best practices did the teachers use?

How can you incorporate these best practices into your Semester of Service?

Project Timeline

When creating a timeline for your project, remember that there is no set period for each stage. The examples on the next page are guidelines for different types of projects, but your pace depends on your teaching style and your class needs.

Stage/Lesson	Time Frame	Basic Outline
Investigation/ Lesson 1		
Investigation/ Lesson 2		
Planning/ Lesson 3		
Planning/ Lesson 4		
Planning/ Lesson 5		
Planning/ Lesson 6		
Action/ Lesson 7		
Demonstration/ Celebration/ Lesson 8		

Sample Timelines

The following are examples of a variety of possible project timelines.

Reducing, Reusing, Recycling		
Stage	Time Frame	Basic Outline
Investigation	1-2 weeks	Gather information about recycling, community/school mapping, and find/interview experts.
Planning	1-2 weeks	Identify/gather resources, identify possible partners, make a timeline, project impacts, raise awareness, and create a work plan.
Action	8-10 weeks	Create a composting program, organize an awareness event.
Reflection	Throughout	Use 'Check-in' pages of this resource.
Demonstration/ Celebration	1-2 weeks	Teach other classes about the project, hold final event, present achievements and future plans, celebrate hard work.

Community Gardening		
Stage	Time Frame	Basic Outline
Investigation	2-3 weeks	Gather information about community gardening, community/school mapping, and find/interview experts.
Planning	2-3 weeks	Identify possible partners, make a timeline, project impacts, design the garden, identify/gather materials, and create a budget, creating a lesson for younger students.
Action	4-6 weeks	Build the garden, grow plants, distribute produce, and teach younger students how to build or maintain a community garden.
Reflection	Throughout	Use 'Check-in' pages of this resource.
Demonstration/ Celebration	1-2 weeks	Showcase the garden, hold a science fair/presentation, and celebrate hard work.

Childhood Hunger		
Stage	Time Frame	Basic Outline
Investigation	4-6 weeks	Gather information about childhood hunger, community/school mapping, and find/interview experts.
Planning	2-3 weeks	Identify and gather resources, identify possible partners, make a timeline, project impacts, raise awareness, and create a work plan.
Action	2-5 weeks	Complete a food drive, organize a hunger walk, etc.
Reflection	Throughout	Use 'Check-in' pages of this resource.
Demonstration/ Celebration	1-2 weeks	Hold final event, present achievements and future plans, celebrate hard work.

Link to the Curriculum

YSA suggests that you start with one to three academic standards, depending on your comfort level. Most teachers identify the standards that are most applicable to their classes and curricular goals. Learn more about the projects below at www.YSA.org/projects.

Theme	Sample Semester of Service Project	Academic Connection(s)
Water Scarcity and Conservation	To address water scarcity and conservation, students built and maintained a rain garden and greenhouse.	<u>Science:</u> <ul style="list-style-type: none"> Explain that a great deal of heat energy is absorbed when water evaporates and is released when it condenses. Illustrate that this cycling of water and heat in and out of the atmosphere plays a critical role in climate patterns.
Hunger	In partnership with another local elementary school, students researched how and why childhood hunger affects their region. From there, the two schools joined to raise money for their local food bank, gave presentations to younger students, wrote persuasive letters to elected officials, and advocated for a breakfast bill which the Texas House of Representatives passed in May 2013.	<u>Language Arts</u> <ul style="list-style-type: none"> Students generate questions and conducts research using information from various sources. Reading comprehension. The students can make connections to the text they are reading (text to self, text to text, and text to world)
Teen Driver Safety	Students in in a Physics class learned about Newton's Law of Motion and discovered how it related to the "three-second rule" and a safe distance between cars. Students researched the rule, and its effects on teen driver safety. They created a survey and used the results to organize a campaign, educating others on the importance of following this rule.	<u>Math:</u> <ul style="list-style-type: none"> Create and analyze a survey, and compare the results to local, state, and national data. Look for trends.
Bullying	Students in a Project Management course produced an issue-focused character education book to help elementary-aged students make positive decisions. Over the course of the school year, they researched social skills and wrote, published, and distributed the book, which covered bullying, online safety, and other issues important to younger students, all told through the voice of their school mascot, Bucky.	<u>Language Arts:</u> <ul style="list-style-type: none"> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Sample Lesson Plan

Throughout this guide, you will find lesson plans aligned with each step of the IPARD/C model. Each lesson plan is designed like the one below, with specific goals and academic standards as well as activities and worksheets that engage students in warm-ups, meaningful discussion, and reflection.

YSA intends these lesson plans to be flexible: you can pick and choose the activities you wish to assign and create your own learning objectives or integrate academic connections of your choice. Rest assured that there is no set timetable for these activities. Depending on the nature of the project, the investigation stage could take two weeks in one classroom and seven weeks in another. Do not worry if you feel like you are spending too much time on a particular step; there is no single way to do a Semester of Service.

Activities	Academic Standard
Warm-up	
Problem	
Discussion	
Practice <u>Assessment:</u>	
Wrap-up	

Reflection: Before, During, and After Your Semester of Service

Structured reflection helps youth acknowledge the connections between their semester of service experiences, the academic content and their personal goals. Research indicates that good reflection activities are continuous, connected guided, allow feedback and assessment, and help to clarify students' values⁽¹⁾. Students are given the time to think about how they relate to the community need they identify, the actions they undertake, the impact they are able to effect in the community, and how they can be change agents, and the effectiveness of their service and learning activities.

Meaningful Reflection

Reflection is most effective when:

- Students draw connections between coursework and knowledge from the classroom and their service experiences
- It is intentional and continuous – occurring before, during, and after service.
- Students are involved in designing, selecting, and leading the reflection activities.
- A variety of learning styles are addressed.
- During discussion, facilitators wait after asking a question to allow for silence.
- Topics and questions are linked to project evaluation, goals, and progress monitoring
- It is used to discuss frustrations, as well as to celebrate success.
- Students consider their past experiences, their current situation, and their plans for the future.
- It takes a variety of forms to tap multiple student interests and talents, including writing, speaking, presenting, calculating, art, music, etc.

Suggested Activities

Ideally, students will select and design reflection activities that are based on their strengths and interests. Below is a list of possible activities that encourage meaningful reflection, creativity, and the development of youth voice.

- Design a poster illustrating what they have learned and present it to their peers.
- Facilitate a discussion.
- Film a video.
- Use digital software such as PowerPoint, Prezi, or Glogster to share their experiences.
- Write a storybook or develop a storyboard.
- Create a scrapbook or a photo collage.
- Write and perform a poem.
- Write, produce, and direct a play, song, rap, or dance
- Create a bulletin board display.
- Keep a project journal which they write in periodically.
- Analyze quotes from famous people about service.

1. RMC Research Corporation. K-12 Service-Learning Project Planning Toolkit. Scotts Valley, CA: National Service-Learning Clearinghouse, 2006/2009.

Launch Your Project

Your project launch is an opportunity to encourage students to start thinking about service in their community. It can be anything from a reflection in class on a specific day of service to volunteering with a local organization. Options and ideas for project launch dates and activities include:

Martin Luther King, Jr. Day of Service

MLK Day occurs annually on the third Monday of January and celebrates the life and legacy of Martin Luther King, Jr. The observance is a great opportunity for a launch or capstone project, or simply a special day of service and reflection for your class.



Consider trying one or more of these ideas for integrating MLK Day into your Semester of Service curriculum:

- Create a theme for your Semester of Service that focuses on Dr. King's values.
- Interview community members: How did Dr. King impact their lives and their understanding of service?
- Promote MLK Day with fliers, posters, and ads in your school and community centers. Free promotional materials are available at www.mlkday.gov.
- Raise awareness of your project and recruit volunteers by registering at www.serve.gov, or search www.serve.gov for volunteer opportunities in your community.
- Make a pledge to continue serving your community after your Semester of Service concludes.

Try these reflection questions and activities:

- Read Dr. King's "I Have a Dream" speech and reflect on your dream for your community.
- Dr. King encouraged equality, openness, engagement for positive change in society. What do those ideas mean to you? How can you ensure that your project is accessible to a diverse group of community members?
- Dr. King discusses the idea of greatness in his speech, "The Drum Major Instinct." "Everybody can be great...because anybody can serve." What do you think Dr. King means when he uses the word "great?" Who do you know who embodies MLK's definition of greatness?
- Identify a local hero who embodies Dr. King's values of equality, justice, and service. Who comes to mind, and why?



September 11th National Day of Service and Remembrance

The September 11th National Day of Service and Remembrance is the culmination of efforts originally launched in 2002 with wide support by the 9/11 community and leading national service organizations, including YSA. This effort first established the inspiring tradition of engaging in meaningful service on 9/11 as an annual and forward-looking tribute to the 9/11 victims, survivors, and those who rose up in service in response to the attacks. In 2009, Congress designated September 11th as a National Day of Service and Remembrance under bipartisan federal law.

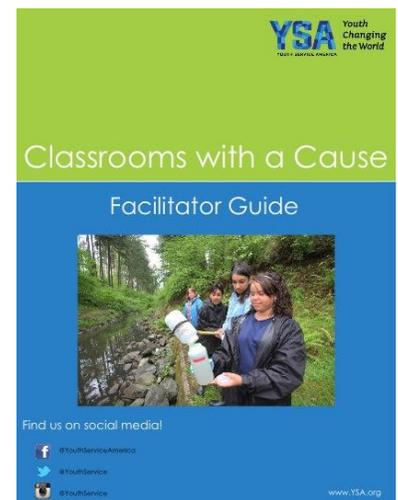
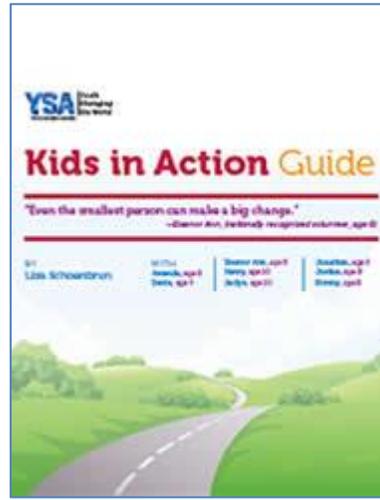
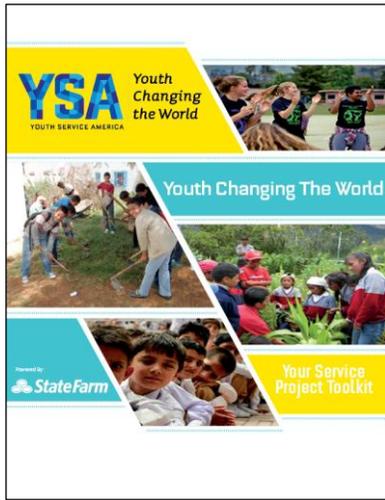
YSA Resources: For a list of suggested Semester of Service activities to accompany your discussion (*We Serve to Remember: Ten Lessons for Engaging Youth in 9/11*), visit www.YSA.org/resources

Suggested Discussion and Reflection Questions:

- How can people come together after 9/11?
- What role do difference and our understanding of diversity play in the events of 9/11? How has our understanding changed?
- What do patriotism and democracy mean to you?
- How has 9/11 changed our connection with the global community?
- How can everyday acts of service change how we deal with national tragedy?
- What is your vision for your community and your country's future? How can you help achieve that vision?
- How can we recognize and remember those who answered the call to serve, and those who lost their lives?

Additional YSA Resources

As you and your students plan your Semester of Service, you may want to use some of YSA's other resources to supplement the activities and handouts included in this resource.



For middle and high school teachers and students:

Youth Changing the World: Your Service Project Toolkit helps young people develop their own service or service-learning projects from creation to completion.

For elementary school teachers and students:

Written by kids, for kids, the **Kids in Action Guide** helps elementary-age children imagine and plan a service project.

For all educators and students:

If you want to introduce a fellow teacher to the idea of service-learning, **Classrooms with a Cause** is great place to start. **Classrooms with a Cause** challenges students to reflect on what they have learned in the classroom and then apply their knowledge to address a cause or an issue important to them and to their community. **Classrooms with a Cause:**

- Is a simple framework to guide teachers and students through the process of addressing a community issue,
- Includes a teacher/facilitator guide and edit-able student handouts,
- Is adaptable for K-12 educators in all subject areas, as well as after-school programs, and student-leaders who want to make a difference,
- Is designed to complement your existing lesson plans, and
- Is aligned with Common Core State Standards, incorporating college and career readiness skills.

All of these resources are available to download for free at www.YSA.org/resources.

Investigation Stage

Lesson 1: Get Started

Goal(s)

Students will reflect on how they can use their strengths, talents, skills, or interests to make a difference in their community.

Optional: Students will select an issue they want to address in groups or as a class. (If you have already identified an issue, that issue is your cause on page 18.)

Notes/Additions:

Activities	Page Number	Academic Standard
Warm-up: Together as a Class <i>Use Your Strength</i> - Discuss strength/cause/ASAP strategies and watch/reflect on the video. <u>Notes/Additions:</u>	17	
Activity 1: Student Activity <i>Your Strength + Your Cause + ASAP = Youth Changing the World</i> <i>Find Your Strength/Make an Impact</i> - Students create their own Strength + Cause + ASAP page. <u>Notes/Additions:</u>	20	
Activity 2: For Teachers <i>Teacher Reflection</i> - Use each student's strength and cause and use them to help you put your students in groups <u>Notes/Additions:</u>	21	
<u>Assessment:</u> Wrap-up <u>Notes/Additions:</u>		

Use Your Strengths

A strength is a passion, skill, or talent. As you lead your service project, you can use your strength to create change in your community.

Think about a reason you might use your strengths during your service project. Is there an issue in your community you feel passionate about? That's your cause. For example, you could feel strongly about protecting animal rights or encouraging your community to eat healthy foods. Once you start your service project, your cause becomes your issue.

Now, watch this short video of Daniel, a student at Elsa Elementary School in Texas. Daniel and his classmates raised over \$7,000 for a local food bank and held a rally on the steps of the State Capitol.

Reflect: What were your first reactions to the video? What is Daniel's cause? How do you know?



Visit www.YSA.org/hunger_warriors to watch the video.

What's next? How can you combine your strength and your cause to do something **ASAP**? ASAP is YSA's model for taking action.

Awareness: Educate others to change behaviors.

Service: Use your passion, creativity, and idealism to solve problems through volunteering.

Advocacy: Persuade policymakers to change policies and laws.

Philanthropy: Collect and donate financial and in-kind support.

Strength (skill, talent)	Cause (Issue)	Strategy (ASAP!)	Project
Animals	Endangered Species	Awareness	Organize and develop social media messages about an endangered species.
Sports	Helping Kids	Service	Help coach a football team for younger kids, and serve as a positive role model.
Writing	Affordable Housing	Advocacy	Organize a campaign to write letters to your member of Congress to advocate for cheaper housing.
Music	Curing Cancer	Philanthropy	Hold a charity karaoke competition and donate the proceeds from ticket sales to a cancer research institute.

Find Your Strength

Music Playing an instrument, singing, writing songs	Creative Arts Painting, drawing, sculpture, graphic art, cooking, sewing, fashion, knitting	Movement Sports, dancing, martial arts, cheerleading, yoga	Academic Subjects Science, math, history, literature, geography, reading, speech
Building Woodworking, construction, architecture	Nature/Outdoor Recreation Fishing, hunting, camping, bicycling, hiking	Entrepreneurship Business, marketing, inventing things	Leadership Peace building, student government, politics
Teaching Mentoring, tutoring or teaching, reading to or with someone	Nature Exploring nature, wildlife, gardening, environment protection	Comedy Making people laugh, jokes, writing sketches	Computers Software development, programming, repair, web page design
Mechanics Electronics or machine repair, auto repair	Journalism Writing, news-casting, newswriting, news editing, radio & TV production	Drama/Theater/Comedy Acting, directing, theater lighting or set design, man	Photography & Film Taking pictures, filmmaking, animation

Choose Your Cause

If you have already identified your issue, that is your cause, and you can skip this step. The following are examples of causes. Remember, your cause may not be listed below.

Education Recruit and train _____ volunteer readers, tutors, and mentors.	Bullying/Violence Reduce bullying and/or violence in school and communities by _____ %	Dropouts Encourage _____ students to stay in school.	Disasters Help _____ people to prepare for a disaster.
Safe Driving Educate _____ people about the dangers of distracted or unsafe driving.	Water Restore or protect _____ bodies of water.	Reduce, Reuse, Recycle Keep _____ pounds of glass, metal, plastic, or paper out of landfills.	Energy Help your community reduce its energy use and carbon footprint by _____ %.
Trees Increase the earth's tree cover by planting _____ trees.	Green Space Create _____ square feet of green spaces or community gardens.	Veterans & Military Families Help _____ military families.	Obesity Increase physical activity and healthy eating in _____ people.
Economic Opportunity Organize a job skills training for _____ people.	Healthy Babies Prevent premature birth and improve the health of _____ moms/babies.	First Aid Work with the Red Cross to train _____ people in CPR/first aid skills.	Hunger Provide food for _____ people.

What does ASAP mean?



AWARENESS

Educate. Share information and teach others in order to positively change people's behaviors.

Examples include encouraging seat belt use and safe driving, recycling, healthy eating; discouraging smoking, bullying, and drug use; and teaching families how to be prepared for disasters.



SERVICE

Volunteer. Use your creativity, time, and talent to directly meet a need in your community.

Examples include tutoring, mentoring, planting trees, improving school buildings, cleaning beaches and parks, distributing food or serving meals, and teaching senior citizens how to use technology.



ADVOCACY

Advocate. Speak out, join others, and persuade policymakers to change policies and laws.

Examples include: rallies, marches, protests, meetings with elected officials, speaking at public forums or meetings, voter education, candidate engagement, organizing petitions, and online advocacy.



PHILANTHROPY

Give. Collect and donate financial and in-kind support.

Examples include: raising money for hurricane disaster relief, clean water wells, mosquito nets, or research to treat and cure diseases; food drives and supply drives; and collecting books for children.

Together as a Class

Your Strength + Your Cause + ASAP = Youth Changing the World

As a class, think about how the strengths and skills of everyone in your class can be applied to a meaningful service project.

It's your turn to create an example. In addition to your Strength, Cause, and ASAP, reflect on how peer and adult partners in your community can help support you and your project and share your impact. For example, a peer partner might help you edit your persuasive letter, and an adult partner might help you set goals. Do you think peer and adult partners are important? Why or why not? How could you build positive and meaningful partnerships with adults and peers in your community?

Directions:

1. Draw a picture of a person.
2. Give the person a name.
3. Identify their Strength, Cause, and ASAP strategy (one or more).
4. Share the person that you created with everyone!

Optional: Break into small collaborative groups for this activity.

	Name –	
Strength –		A –
		S –
		A –
Cause –		P –

Reminder:

A=Awareness
S=Service
A=Advocacy
P=Philanthropy

Notes/Ideas:

Now, draw your group's/class's Strength + Cause + ASAP page. Include your skills and strengths, your issue, and ways you could educate, serve, advocate, or give. Then, brainstorm how you could work together with peer and adult partners to create change in your community.

Lesson 2: Choose an Issue

Goal(s)

1. Students map their community.
2. Students understand how to set measurable impact goals.
3. Students choose a specific issue to address.

Activities

Page
Number

Academic Standard

Warm-up: Together as a Class
Community Assets/Community Needs and Priorities-
 Students map their community assets, needs, and priorities.

23

Notes/Additions:

Activity 1: Together as a Class
Measuring Impact, Measuring Impact Key Words-
 Discuss measurable impact and understand how to set measurable goals.

24

Notes/Additions:

Activity 2: Together as a Class
Make a Decision - Students collaborate and choose a specific issue to address.

26

Notes/Additions:

Activity 3: Student Activity
Check -in - Students reflect on their progress.

27

Notes/Additions:

Assessment:
 Wrap-up

Community Assets

A community asset is someone or something that could support your project.

Our Community:				
People	Businesses	Schools/Colleges	Government Leaders	Associations & Groups

Community Needs and Priorities

Our Community:			
The Problem:	Beneficiaries: Who is affected by this problem?	Your Solution: What would you like to see instead?	Your Project: What community and personal assets can be used to address this need?

Measuring Impact



What is my impact?

Awareness - Your project can raise awareness of a particular issue. In other words, you plan to help people learn more about your identified issue and encourage them to change their behavior.

Example: We plan to educate people about the issue of childhood hunger.

How do I know?

- Number of educational events you plan and host
- Number of people who attend your educational events

For example . . .

We will educate 500 people about the issue of childhood hunger.

Your measurable impact



Service Your project can provide service. In other words, you give and/or set up things or service to help people in need.

Example: We plan to organize a healthy food drive with a community food bank.

- Pounds of food collected
- Number of food items collected
- Number of food boxes packed

We will collect 100 pounds of food to donate to our food bank.



Advocacy - Your project can advocate for something in the public interest, such as a policy¹, legislation, or other kind of action. In other words, you argue for or support a policy change.

Example: We want to have signs along the highway warning drivers that threatened Sandhill Cranes often cross the road.

- Number of petitions or pledges signed
- Number of letters written to public officials

A local ordinance is passed supporting the signs and paying for them.



Philanthropy - Your project can give money or supplies for philanthropy purposes. In other words, you give money or supplies to help people in need.

Example: We plan to raise money to donate to our local food bank.

- Dollar amount raised
- Number of donors

We will raise \$1,000 to donate to our food bank.

¹ A policy is a rule that is used by an organization or institute, such as a government, a business, a community organization, or a school. A special thank-you to Joe Follman at George Washington University, for helping YSA create the measuring impact page

Together as a Class

List of the keywords for measuring impact:



Impact is a powerful effect or result of actions.



If something is measurable, we can find out its size, length, or amount.



Data are facts or information used to measure, study, or plan something.

How to collect data:

Sample Data Collection Methods:

- Observations (*what you see*)
- Photos (*before, during, and after shots*)
- Interviews with project beneficiaries (*the people you are helping*) and community partners
- Pre- and post-surveys
- Evaluations
- Statistics and counting of things that are produced, distributed, presented, participated in, etc.

You can also measure your impact by:

- Hours of service
- Items made, collected, or distributed
- People impacted directly or indirectly (estimate)
- Dollar value of the service hours at the minimum wage or at the Independent Sector's calculated value of a volunteer hour (\$22.55 per hour as of 2014)
- Satisfaction with the project (student and those served, via interview or survey)

Together as a Class

Make a Decision

It's time to choose a specific issue to focus your class's project!

Strength: We love to:	Cause: We care about:
--------------------------	--------------------------



I will work with:	I will take action by:
-------------------	------------------------



Our Semester of Service Project

Something I'm Proud Of	Something I Need to Improve	My Personal Goals

Reflect

Think about how your project connects with what you have learned in school, and how you want to help your community.

Remember your discussion of **critical thinking and problem solving, creativity and innovation, collaboration, and communication** and reflect on when and how you used those skills as you investigated your community.

Other Ways to Think About Your Project:

- Create a video or digital presentation (PowerPoint, Prezi, Glogster); share it with your parents.
- Create a storybook, storyboard, or digital story about your project.
- Design a scrapbook or photo collage.
- Write a song, rap, poem, or play based on your project.
- Create a bulletin board display.
- Keep a project journal—on your own, or as a group.
- Create an ABC book on the project, impacts, benefits, what was learned, etc., in which each page has a word, sentence, and image representing one letter of the alphabet and how that word reflects the project.

Lesson 3: Think Globally, Act Locally

Goal(s)

1. Students will be able to place their issue in a global, national, statewide, and local context.
2. Students will understand the College and Career Readiness skills and vocabulary (4 Cs).

Activities

Page
Number

Academic Standard

Activity 1: Together as a Class
Think Globally, Act Locally - Students will reflect on the activity and discuss connections.

Notes/Additions:

29

Activity 2: Together as a Class
4 Cs - Discuss the 4 Cs, when students have used them in school, and how students can use them during their project.

Notes/Additions:

30

Activity 3: Student Activity
Semester of Service Student Contract - Students complete the contract and return it for teacher signature.

Notes/Additions:

31

Assessment:
Wrap-up

Think Globally, Act Locally

Have students make posters like the ones in the template below and place them around the classroom. Then, split students into four groups and rotate around to each station; each group has a different colored marker and spends two to three minutes per station. On each poster, write words that describe what the issue looks like globally, in your country, in your state, and in your city. Each group should end up in the same place they started.

<p>Our World</p> <p>[Words, facts, or pictures that describe the issue globally]</p>	<p>Our Country</p> <p>[Words, facts, or pictures that describe the issue in your country]</p>
<p>Our State</p> <p>[Words, facts, or pictures that describe the issue in your state]</p>	<p>Our City</p> <p>[Words, facts, or pictures that describe the issue in your city]</p>

When You Are Finished: Reflect on this. Do you notice any patterns? How is your issue similar globally, in your country, in your state, and in your city? How is it different? How might your project create change locally *and* connect globally?

The 4 Cs

The 4 Cs are essential skills that students need to be college and career ready.

- What are they?**
1. Critical Thinking and Problem Solving
 2. Creativity and Innovation
 3. Communication
 4. Collaboration

Watch this video at <http://goo.gl/OHXb9H> to find out how the 4 Cs connect to youth service.



Once you've watched the video, look at the table below to learn more about the 4 Cs and how you can use them in your Semester of Service.

The skill:	What does it mean?	How have you used this skill in school?
Critical Thinking and Problem Solving	You know how to pick out the information you need from a challenging situation to figure out how to solve problems.	
Creativity and Innovation	You're great at coming up with new ideas and different ways to do projects and meet needs.	
Communication	You know how to tell or show people your ideas so they can understand them easily.	
Collaboration	You know how to be a team player and work well with others.	

Student Activity

Semester of Service Student Contract

Please print and sign the following form and return it to your teacher or mentor.

I commit to making this a positive experience by ...

I commit to working well with others by ...

Student Signature _____

Date _____

Teacher or Mentor Signature _____

Date _____

Parent or Guardian Signature _____

Date _____

Lesson 4: Community Mapping

Goal(s)

1. Students will research their issue, using print, online, and broadcast media resources and community feedback.
2. Students will summarize the information they gathered.

Activities	Page Number	Academic Standard
Warm-up		
Activity 1: Student Activity <i>Gather Information about a Community Need</i> - Students break into groups to research their issue. <u>Notes/Additions</u>	33	
Activity 2: Student Activity <i>Community Needs Survey</i> - Students conduct a survey of parents, teachers, peers, and other community members. <u>Notes/Additions:</u>	34	
Activity 3: Student Activity <i>Put It All Together</i> - Students summarize their research. <u>Notes/Additions:</u>	35	
Assessment: Wrap-up		

Student Activity

Gather Information About a Community Need

What does your community need? Form research questions, or questions you need to answer to learn more about your issue.

Research question: *What role does [insert your issue] play in my community? How can I measure that role? Where will I find this information?*

Research question:

Research question:

Research question:

Now, split into small groups, with each group alternating focusing on gathering information from each of the following resources. List your sources in the boxes below and take notes on a separate page.

Media: newspapers, including online and school newspapers, TV stations, radio, etc.

Online: blogs, journal articles, websites, databases, etc.

Observation and experience: gather information from community leaders and discuss your own experiences

Student Activity

Community Needs Survey

Before you begin your Semester of Service, it is important to determine how you can best serve your community. To figure this out, it is a good idea to reach out to other members of your community to discuss potential community issues and opportunities for service. Reach out to friends, family, coaches, mentors, and others in your community to discuss the issue you have selected and to brainstorm how you can make a positive impact in this area. You can use this worksheet and the sample questions as a guide to facilitate discussion; however, we also encourage you to be creative and ask your own questions.

Issue: _____

Part I: Determine the baseline: What is the current status of your issue in your community?

Question	Answer
Why do you believe this issue is relevant to your community? Where do you see signs of it?	
How does this issue impact your community? Who is affected? How are they affected?	
Why do you think this issue has become so important? Can you identify some <i>root causes</i> ?	
Are there already organizations or programs in place for addressing this issue? What are their programs like? How do they work?	
Your Question:	

Part II: Find a Solution: In the previous exercise you identified an issue and determined 1) Why it is relevant to your community and 2) What your community is already doing to try and address its needs. Now, it is your turn to brainstorm potential responses to this issue-area.

Question	Answer
How is this issue currently being addressed by your community? Do you think this response is adequate? How can they be improved?	
Which response do you believe would be most appropriate?	
Your Question:	

Put It All Together

By now, you've gathered a lot of information; now, use this worksheet to come up with a summary of your research.

Key Ideas: What key facts about the issue in your community would you use to explain to someone who has no knowledge of it?

- ✓ Check: Did you answer all your resource and reflection questions?
- ✓ Record interesting or powerful quotes that you might be able to use later on.
- ✓ Collaborate: Does everybody in your class or group understand your key ideas and root causes?

Finally, where do you go from here? What questions do you still have about the issue in your community?

Key Issues: What are some of the issues you have identified in your community's needs? How can you address those issues?

Lesson 5: Issue Experts and Community Partners

Goal(s)

1. Students will research, contact, and meet with issue experts and community partners.

Activities	Page Number	Academic Standard
Warm-up		
Activity 1: Together as a Class <i>Contact Experts/Engage Community Partners</i> - Students identify potential issue experts/community partners. <u>Notes/Additions</u>	37	
Activity 2: Together as a Class <i>How to Interview an Issue Expert or Community Partner</i> - Students prepare for meetings and interviews. <u>Notes/Additions:</u>	38	
Activity 3: Together as a Class Students meet with experts and potential partners. Note: Students should bring their research notes. <u>Notes/Additions:</u>	38	
Assessment: Wrap-up		

Contact Issue Experts

Experts can help you identify community needs and effective strategies and resources to address those needs, refine your project idea by providing feedback, and spread the word about your project.

Who to contact?

- Passionate, engaging people—people who want to get others involved!
 - Set up a Google Alert or do a Twitter search about your issue—who in your community is making news?
 - Attend a community workshop or lecture. Check out the community events calendar in your local newspaper for a listing of these events.
- Experts connected with these organizations working on your issue
 - Government agencies or departments
 - Colleges or universities
 - Organizations working on a local level in the community you identified

How to contact?

- Once you have identified someone to contact, do more research to learn about their work. Check out their website or Twitter feed, or read articles they have written.
- Send an introductory email asking for a short (5-10 minute) phone call, or ask direct questions in the email. Tell briefly about:
 - Your inspiration and project—why this issue is important to you and what you are doing about it?
 - Your “ask”—the advice or support you are seeking.
 - Your assets—how the expert will benefit from advising or working with you.
 - Your availability—days and times when you are free to talk.

Engage Community Partners

Community partners are organizations or agencies—for example, the local food bank, or parks department, or homeless shelter – helping you focus your project, providing a service site, serving as issue experts, connecting you with community needs and priorities. The most successful – and sustainable – Semester of Service experiences engage community partners.

Step:	Activity:	Done?
Prepare for your Meeting	<ul style="list-style-type: none"> • Before you reach out to the partner, do some research. Get to know its mission, goals, policies, resources, etc. (Most will have this information on a website.) How could you and the potential partner support each other? • Community partners appreciate being included from the beginning of the planning process. A face-to-face planning meeting makes all the difference – and helps develop trust. • Prepare information to share about how your school functions, your school schedule, etc. Do not assume that your community partner will already be aware of this information. 	
Goals and Expectations	<ul style="list-style-type: none"> • Be clear about your goals and look to your partner as a resource. • Be clear about the partnership and the process and discuss opportunities for student leadership. 	
Logistics and Responsibilities	<ul style="list-style-type: none"> • Bring notes from your research (pages 31-33). • Be clear about follow-up to meetings. 	
Supervision	<ul style="list-style-type: none"> • Clarify, and confirm staffing and supervision early on. Most organizations do not have staff dedicated to working with students; do not assume that the organization will provide staff (or volunteers) to fulfill a required adult/student ratio that your school may have. 	

How to Interview an Issue Expert or Community Partner

Tips for Success

BEFORE THE INTERVIEW

Do Your Homework: Whether you are reaching out to an issue expert, government official, or a potential community partner, it is important to research their history, mission, and goals. While researching, keep a list of how your goals connect with theirs and how you can support each other.

Understand Your Goals: As you are preparing for your interview, ask yourself these questions:

- Why are we reaching out to this individual/organization?
- What are their goals? How can we help them with their goals?
- What are our goals? How do we want this individual/organization to help us with our goals?

Practice: What questions might the individual/organization ask? Work with a partner and ask each other questions about your project. For example:

- Why does this issue matter to you?
- What steps do you plan to take to make a difference?
- How will you measure the success of the project?
- How do you see us working together?

Arrive on Time: Ten minutes early is best.

Dress Nicely: It shows that you take this project seriously and respect the person you are meeting.

DURING THE INTERVIEW

Stay Focused: When you ask questions, keep your goals in mind. When you answer questions, try to make your answers are clear and detailed.

Be Respectful: Remember to be polite and positive, and give the person you are interviewing your full attention. If you have a phone, turn it off.

Be Confident: When you walk into the room, give the person you are interviewing a firm handshake and smile. Relax during the interview. Finally, be enthusiastic about your project! If your project is something you are excited about, the person you are meeting will be excited as well.

Listen: Remember, you are there to learn, and they may know a lot about the topic. You want to find out where your interests meet, and that requires listening and not just talking.

Take Notes: Bring a notebook and a pen so you can write down any important details like names of the people you met, or contact information.

Plan Ahead: Just before the interview ends, take the time to make sure you understand what

AFTER THE INTERVIEW

Say Thank You: As soon as you get home, write a thank-you note and send it to the person you interviewed. You can also use email to say thank you.

Reflect on your experience: Take some time to write down what you talked about during the meeting, what you learned, and how it will change your project in the future.

Lesson 6: Is This Project Doable?

Goal(s)

1. Students summarize their project and reflect on its feasibility.

Activities

Page
Number

Academic Standard

Warm-up

Activity 1: Student Activity

Is This Project Doable? - Students summarize their project, including their measurable goals for impact, and decide if the project is doable.

Notes/Additions

40

Activity 2: Student Activity

Students should refer back to earlier lessons if they need to rethink their project.

Notes/Additions:

40

Activity 3: Together as a Class

Students reflect on their progress.

Notes/Additions:

41

Assessment:

Wrap-up

Is This Project Doable?

If you feel comfortable moving forward with your idea as an individual, as a group, or as a class, describe your project in 3-5 sentences. *For example:* We are applying what we learned in our language arts class this year to bring awareness to school bullying. We will achieve this by teaching younger students in our school how to treat their peers with respect. We will measure our success by the number of students that we mentor and school measurements of bullying incidents before and after the project.

Ask yourselves these questions:

- **Does this project apply what you studied in class this year?** Yes No
- **Will you be able to see the change that you made in your community?** Yes No
If yes, please describe: _____

- **Will you be able to keep track of your progress throughout the project?** Yes No
How will you do that? _____

- **Why is this project important to you?**

- **Can you get the project completed in time?** Yes No
- **Can this project be completed without a lot of fundraising?** Yes No
If you need money, how will you get it? _____
- **Does this project require resources other than money?** Yes No
If so, what are those resources and where will you get them?

Once you have completed the above questions: Did you answer 'no' to any of the questions? If you did, revise your project summary until you answer 'yes' for each.

Check-In

Something I'm Proud Of	Something I Need to Improve	My Personal Goals

Reflect

Think about how your project connects with what you have learned in school, and how you want to help your community.

Remember your discussion of **critical thinking and problem solving**, **creativity and innovation**, **collaboration**, and **communication** and reflect on when and how you used those skills as you investigated your community.

Other Ways to Think About Your Project:

- Create a video or digital presentation (PowerPoint, Prezi, Glogster); share it with your parents.
- Create a storybook, storyboard, or digital story about your project.
- Design a scrapbook or photo collage.
- Write a song, rap, poem, or play based on your project.
- Create a bulletin board display.
- Keep a project journal—on your own, or as a group.
- Create an ABC book on the project, impacts, benefits, what was learned, etc., in which each page has a word, sentence, and image representing one letter of the alphabet and how that word reflects the project.

Action Stage

Lesson 7: Take Action

Goal(s)

- Students will split into teams and put their project into action (including logistics, telling the story, gathering resources, and working with volunteers).

Activities	Page Number	Academic Standard
Activity 1: Together as a Class <i>Take Action</i> : Students split into teams. <u>Notes/Additions</u> :	43-44	
Activity 2: Together as a Class <i>Work Plan</i> - Students decide the tasks each group will complete. <u>Notes/Additions</u>	45	
Activity 2: Logistics Team <i>Work with Community Partners</i> <u>Notes/Additions</u> :	46	
Activity 3: Telling the Story Team <i>Prepare to Speak with the Media, Social Media: Tips and Tricks</i> . <u>Notes/Additions</u> :	46-49	
Activity 4: Logistics Team and/or Telling the Story Team <i>Reach Out to Public Officials</i> <u>Notes/Additions</u> :	47	
Activity 5: Gathering Resources Team <i>A Guide to Gathering Resources, Resource Plan</i> - Students gathering funding and supplies and create a budget for their project. <u>Notes/Additions</u> :	50-51	
Activity 6: Working with Volunteers Team <i>Work with Volunteers</i> <u>Notes/Additions</u> :	52	
Assessment: Wrap-up <i>Check-in</i> - Students reflect on their progress. <u>Notes/Additions</u> :	53	

Take Action

When you begin work on your service project, break into committees or **task teams**; each group will focus on a different aspect of the preparation work (see page 31). For example, your groups might include logistics, gathering resources, working with volunteers, and telling the story.

Team 1: Partnerships

Contact potential community partners to talk about how you can work together and support each other.

At the meeting, be sure to discuss:

- What are your measurable outcomes (see page 26)?
- What are important dates, times, and location(s)?
- Will you need volunteers? How many?
- How will you and your partners work together? Who will you talk to when you need to contact the organization?
- What can your partner provide that you need for your project? What can you offer your partner in return?
- For interview tips, see page 24.

To Do:

Team 2: Gathering Resources

- Research the cost of materials, equipment, and services you will need for your project.
- Develop a budget that you will maintain throughout the project on page 37 (*Resource Plan*).
- Will you need extra funding or support? Your budget can include grants, donations, or profits from fundraising events.
- After the project, how will you recognize and thank all sponsors, donors, and volunteers?

To Do:

A Few Reminders:

Logistics

Visit the selected project site(s). Have you:

- Checked the equipment, tools, and other resources you need?
- Arranged transportation?
- Discussed rules for safety?
- Talked about safety and planned for emergencies?

Volunteers

Have you:

- Collected contact information for all volunteers?
- Reminded all volunteers of the date, time, and location of the event, what they should wear, and anything they should bring?

Resources

Have you:

- Thanked/recognized sponsors, donors, and volunteers?
- Considered special equipment, tools, snacks, protective clothing, space, etc.?

Telling the Story

- Are you taking pictures, videos, and notes for social media posts and to have a record of the project?

Take Action (Continued)

Team 3: Telling the Story

- Throughout your project, be sure to use social media platforms such as blogs, Instagram, Twitter, Facebook, and video sharing platforms to tell your story (see *the social media tip sheet on page 38*).
- To spread the word about your project within your community, reach out to the local paper or include an article about your project in the district newsletter.

To Do:

- _____
- _____
- _____
- _____

Team 4: Working with Volunteers

Before the Event

- How many volunteers will you need? What will you need the volunteers to do? How will you explain your project to volunteers?
- Which groups or individuals may be willing to help with the project? Consider student groups, community organizations, businesses, faith communities, and friends and family.
- Use social media to spread the word about your project and promote volunteer opportunities (see *page 35*).

On the Day of the Event

- Designate someone to greet volunteers as they arrive. Have you given them clear instructions on what to do, where to go, and how to get started?
- Make sure to check on volunteers and offer feedback and encouragement.
- How will you help make the volunteering experience meaningful?

After the Event

- How will you recognize and thank volunteers?

To Do:

- _____
- _____
- _____
- _____

Work Plan

What tasks need to be done before you take action? Use this table to help you assign jobs.

What needs to be done?	Who will do it?	Time needed to complete	Due Date

Work with Community Partners

As you work with your community partners, make sure you can answer these questions:

	Question	Answer
Goals and Expectations	How does your project meet you and your partner's goals?	
	What do you and your partner expect from each other?	
Responsibilities	What resources does each partner bring to the table?	
Logistics	Are there specific requirements for dress, behavior, or tools? Is there site preparation involved? Who will be responsible for preparation?	
Supervision and Liability	Who will be supervising the project?	
	What adult/student ratio will be required?	
	Who assumes responsibility for recruiting and training volunteers, if needed?	
	Will liability waivers be required? Who will provide these?	
Reflection	How will you reflect during the project? Will the partner participate?	
Demonstration/Celebration	How will you demonstrate and celebrate with your partner?	

Telling the Story Team

Prepare to Speak to the Media

Speaking to the media for the first time can be an exciting opportunity. If you expect a media presence, here are some tips to remember:

Be prepared. Members of the media will likely ask:

- Why is this a newsworthy event?
- What have you learned from your volunteer experience?
- Why is this issue important to you?
- How does it feel when you volunteer in your community?

How to Speak to the Media:

- Make your descriptions of the event interesting! Know who, what, where, when, why, and how.
- Keep your comments positive.
- Be excited. Speak with enthusiasm about your Semester of Service, your school or organization, and the issues you care about.

Telling the Story & Partnerships Teams

Reach Out to Public Officials

There are several types of public officials:

- **Elected** officials; for example: the Mayor of your city.
- **Appointed** officials; for example: the School Committee and Board
- **Professional staff** officials: individuals hired by elected or appointed officials as permanent, public service employees to implement government programs.

Below are examples of public officials at the local, state, and national level:

Academic Connection: Involving government officials in Semester of Service can provide civic learning experience. Students can:

- Research their government officials and learn about the various levels of government and the political process.
- Contact elected officials, practicing formal communications skills.
- Develop a presentation for the public official, learning about civic engagement, advocacy, and building professional relationships.

National	State	Local (City, County, School District)
<ul style="list-style-type: none"> • President and First Lady of the United States • Federal Departments & Agencies • Members of Congress (U.S. Senators and Representatives) 	<ul style="list-style-type: none"> • Governor • State Cabinet officers & Agency Officials (e.g. State Superintendent) • State senators and representatives 	<ul style="list-style-type: none"> • Mayor, City/County manager • School superintendent/Board Members • Agency officials/directors: • Departments of Housing, Youth Services, etc.

Ideas: Public officials can support your Semester of Service project in many ways. Invite them to:

- Learn about your project, by visiting the project site or facility.
- Participate in your project, example: addressing volunteers at a kick-off rally.
- Recognize and promote youth service, speaking, and presenting certificates to project volunteers.
- Host a recognition ceremony at City Hall or the State Capitol.
- Raise public awareness about your issue or project, inviting your state's Congressional delegation, legislators, mayors and local government officials, judges, and their staff to participate in or organize activities related to your Semester of Service project.
- Write an op-ed or letter to the editor of the local newspaper encouraging youth participation in Semester of Service, Global Youth Service Day, and year-round service.

Most public officials will have staff members who work for them. Get to know the staff. They are more accessible and can help bring your program to the attention of the public official.

When approaching public officials to get involved, make a specific "ask":

- Provide all the details they'll need to make a decision.
- Make it as easy as possible for them to participate.
- Follow up.
- They might not be able to commit to attending an event until the last minute.

Social Media: Tips and Tricks

Social media is a powerful tool for promoting your good work. Whether you have been active on social media before or not, learning the ins and outs are simple. Social media allows you to access a global audience—millions of volunteers, supporters, and youth activists like you waiting to be a part of your movement.

Before you get started, reflect on your goals: What are you hoping to gain using social media? What does your message look like? Who is your target audience?



The Platform: Twitter

Twitter users post short messages up to 140 characters in length.

Good things to know:

- Hashtags are searchable and allow fellow users to find your posts more easily. Tip: make sure your hashtags fit with your message! Search a hashtag before using it for the first time.
- Brand keywords should always be hashtagged (ex: #YSA, #YouthService, #ServiceLearning).
- See a cool tweet about your issue? Spread the word and retweet it!
- Choose who you follow carefully. Before following other users, reflect: does it make sense for your mission and message to follow them?



The Platform: Instagram

Instagram allows you to share your project photos and videos. You can also use hashtags (see hashtag tips above). When you post, be sure to tag #YSA.

Good things to know:

- Tag people who are in your photos or videos and organizations or companies who share your mission.
- Choose your photos and videos carefully, and check with everybody in your photo or video before posting it or tagging them; remember, once a photo is on Instagram, it becomes public domain. Check with school rules and restrictions about use of some social media platforms. You may have to use a partner, for example, to post on some platforms.

The Platform: Video Sharing

YouTube, Vimeo, and TeacherTube are all platforms for publishing your videos online.

Good things to know:

- Your video description should be clear and detailed; make sure you answer who, what, when, where, why, and how!
- Tag YSA with YouthService or GYSD so we can help spread the word! You can also tag fellow users and organizations.



Social Media: Tips and Tricks (Continued)



The Platform: Facebook

Facebook is a great place to connect with partners and organizations, like YSA, and reach your community with links, photos, videos, surveys, and more. Always tag YSA when you post, so we can see your project.

The Audience: Anyone you choose, including your Facebook friends, friends of friends, and more. Start with the people you know and encourage them to share your message with their friends.

Good things to know:

- Posts should be clear and detailed; make sure you answer who, what, when, where, why, and how.
- Tag any organizations or companies who share your mission.
- Tip: try to post at least twice a week.

The Platform: Blogs

Blogs allow you to write longer entries about your experience; if you haven't already, check out YSA's blog: www.YSA.org/blog

The Audience: Any internet user who knows about your blog. Promoting your blog on twitter or Facebook is a great way to increase your readership.

Good things to know:

Blogs can be thoughtful, funny, and more. Both **Blogspot** and **Blogger.com** are free and easy to customize, and blogger.com syncs with Gmail.



Don't forget:

- ✓ Be passionate, but remember to keep things polite, professional, and positive.
- ✓ Make sure you feel good about every post and every follower or friend you add.
- ✓ Use peer editing to check your work before you publish it online.

On our website, on social media, or with our partners, **YSA wants to tell your story.**

Remember to:

- Tag us in your photos, videos, and posts on social media at **#YSA**, **#YouthService**, or **#ServiceLearning**.
- Tweet links to your blog, news articles about your project, and more stories about your community impact **@YouthService**.

We can help spread the word about your project across the globe.

Gather Resources

RESOURCE PLAN

Your resource plan will include four important steps:

1. Develop a Budget.
2. Create a Fundraising Plan.
3. Raise Funds.
4. Track Expenses.

DEVELOPING A BUDGET

- A budget is a list of costs and ways you will pay for them over a period of time.
- Research: How much will the materials, equipment, and services you need for your project cost?
- Brainstorm: How can you keep costs down? For example, try to find in-kind donations (goods and services instead of money) or borrow equipment.
- Use *Resource Plan* on page 41 to make a list of costs.
- Make your budget public so everyone sees how donations will benefit your project.
- Whenever you buy something, keep the receipts for your records.

FUNDRAISING PRINCIPLES

- Brainstorm supporters: Which individuals and organizations may support your project?
- Describe your project: Make sure you can communicate the mission of your project: Why is it important? Why should people in your community support it?
- Use data from your research to support your project description.
- Explain: How will you use funding to make an impact? What materials will you need for your project? Keep track of the funds you raise and update your community with a crowdfunding website.
- Contact potential supporters either via email, over the phone, or in person. When you speak to them, explain how your project connects to their goals.
- Give businesses the choice to give in-kind donations, or goods and services instead of money. For example, a local restaurant might donate snacks for volunteers.
- Give businesses the choice to buy advertising space at your event.
- Be sure to write a handwritten note thanking funders for their time and support.
- Make sure you recognize supporters throughout your project, but especially at the final celebration.
- You can recognize them verbally (in a speech or presentation), or visually, by involving their name/logo on materials or signs.

FUNDRAISING OPTIONS

If you need to extra money for your project, consider:

- Fundraising Events: Plan and host an activity or event such as a car wash, bake sale, or concert, and tell your community how the money from the event will be used to support your project.
- Donations/Scholarships: Ask friends, family, businesses, or charitable foundations for money to support your project.
- In-Kind Donations: Ask friends, family, businesses, or organizations to donate equipment, tools, food, etc. instead of money. Businesses like to make in-kind donations so more people learn more about them.
- Grants: A grant is money from a foundation or organization to a recipient. You can find grant opportunities in YSA's Youth Service Briefing Newsletter at www.YSA.org/ysb.

Resource Plan

Category	Item	# of Items Needed	Cost per Item	Total Cost	Possible Sources of Funding or Donation
Equipment & Supplies					
Safety					
Facilities					
Transportation					
Food					
Photo/Video					
GRAND TOTAL					

Work with Volunteers

Plan for Volunteers

- Decide how many volunteers, in addition to the students planning the project, you need and what each volunteer will do. Be sure to recruit only as many volunteers as you actually need.
- Have meaningful, but non-essential projects for a few extra volunteers.
- Prepare a volunteer position description for each volunteer opportunity, including a detailed description of what the volunteer will do and any specific skills or experience wanted.

Recruit Volunteers

- Contact individuals and groups that might be willing to help on the day of the project – student groups, community organizations, businesses, faith communities, and friends and families.
- Promote volunteer opportunities – put up posters, post on websites, share through online social networks, submit to school and community newspapers, utilize volunteer centers and online volunteer opportunity databases, or host information and sign-up tables – and provide specific information about the volunteer opportunities (date, time, volunteer tasks, skills needed, etc.).
- Collect volunteer contact information (including phone numbers and email addresses) and other requested information (skills, experience, interests, etc.) on a volunteer sign up form.
- Before the event, send a letter or email to all volunteers to confirm their participation. Include all information volunteers need to know about the volunteer experience – when and where to meet, what they should wear, and anything they should bring.

Manage Volunteers

- Designate someone to greet and check in volunteers. Have a place for volunteers to sign in and get clear directions of what to do and how to get started.
- If needed, plan out the day-of-event orientation presentation for volunteers. Include procedures, logistics, safety, restroom locations, etc. Remind people to work safely and to have fun. Be sure to include a big thank you for helping, and information about the post-event celebration.
- Plan to supervise volunteers – have project leaders spread out so they can interact with volunteers during the project, providing guidance, feedback, support, and encouragement.
- Build time for on-site processing and reflection with volunteers.

Recognize Volunteers

- Plan for a celebration event following your project. Recognize and thank volunteers – provide food, present certificates or other tokens of appreciation, or have a high-profile person attend and thank volunteers.
- Send thank-you notes or make thank you calls to all volunteers after your project. If possible, recognize volunteers in public announcements – newsletters, websites, etc.

Something I'm Proud of	Something I Need to Improve	My Personal Goals

Reflect

Think about how your project connects with what you have learned in school, and how you want to help your community.

Remember your discussion of **critical thinking and problem solving**, **creativity and innovation**, **collaboration**, and **communication** and reflect on when and how you used those skills as you investigated your community.

Other Ways to Think About Your Project:

- Create a video or digital presentation (PowerPoint, Prezi, Glogster); share it with your parents.
- Create a storybook, storyboard, or digital story about your project.
- Design a scrapbook or photo collage.
- Write a song, rap, poem, or play based on your project.
- Create a bulletin board display.
- Keep a project journal—on your own, or as a group.
- Create an ABC book on the project, impacts, benefits, what was learned, etc., in which each page has a work, sentence, and image representing one letter of the alphabet and how that word reflects the project.

Lesson 8: Demonstration and Celebration

Goal(s)

1. Students demonstrate their work to the community.
2. Students celebrate and raise awareness about their Semester of Service on Global Youth Service Day.
3. Students evaluate their project's impact.

Activities	Page Number	Academic Standard
Warm-up: Together as a Class <i>Demonstrate Your Work</i> <u>Notes/Additions</u>	55	
Activity 1: Together as a Class <i>Global Youth Service Day - Plan your GYSD activity.</i>	56	
Activity 2: Student Activity <i>Tri-Fold Board Template - Students prepare their presentations and present to their community.</i> <u>Notes/Additions:</u>	57	
Activity 3: Together as a Class <i>Check-in- Students reflect on their progress.</i> Assessment: Presentation Rubric <u>Notes/Additions:</u>	58	
Wrap-up: Student Activity <i>Evaluate Your Impact</i>	59-60	

Demonstrate Your Work

Now that you've planned and executed your service project, the next step is to share your work with your community. Use the following questions as a guide:

What would you like your audience to take away from your presentation? Do you want them to learn about and understand the topic or need? Are you asking people to do something / take action after your presentation, or your call to action? Are you asking them to join your project? To start their own project? What are your goals for your audience?

How will you demonstrate your work?

First, choose a method. You could:

- Create a video or digital presentation (PowerPoint, Prezi, Glogster).
- Create a storybook, story board, or digital story about your project.
- Design a scrapbook or photo collage.
- Write a poem or play based on your project.
- Create a tri-fold board: see page 54 for a template.

Or you could choose your own way of presenting your work.

Second, gather the materials you will need to showcase your project. Try making a checklist or work plan like the one you made during the planning stage on page 31.

Where will you demonstrate your work?

Think about the place you will use for your presentation. How large is it? Can people get there easily? Is there seating available?

Make a list of supplies your location provides, and decide which materials you still need and how you will get those materials. For example, if you plan to hold a formal presentation in your school cafeteria, you might have chairs, but you might not have a projector for a PowerPoint.

When will you demonstrate your work?

When will you have the opportunity to present your research? Is there a specific occasion you have in mind? How much time will you need to prepare a presentation?

Who is your audience?

Who do you want to attend your demonstration? Reflect on your goals for the future. Who can help you accomplish these goals? Who has a stake in your project? Remember to invite all the people who helped you—community partners, experts, volunteers, etc.

Why do you think you should demonstrate your work?

Reflect on your role in your community. How has it changed? How have you grown during your project? Where can you go from here?

Finally, think about **sustainability**. Who will carry on your work after your project is finished? How will you, your school, and your community continue to impact your community? How will you continue the movement?



Global Youth Service Day

Each year, millions of students and youth around the world collaborate to make a transformative change in their communities on Global Youth Service Day (GYSD). Through partnerships with friends and family, schools and community organizations, public officials, media, and corporations, youth leaders and innovators ages 5-25 are showing the world their power to make a meaningful impact on a local, national, and global level.

Check out these ideas for how you can **educate others on GYSD:**

GYSD is a great opportunity for a capstone project, but it can also be a time to reflect and celebrate the spirit of service, especially if your service extends over a longer period of time.

For more information about GYSD, including project ideas, resources, frequently asked questions, and examples of projects from all over the world, go to www.GYSD.org, or send an email with specific questions to info@ysa.org.

Connect:

- Register your project on the GYSD Map on www.GYSD.org.
- Use the GYSD Map to find and connect youth groups who are also working to improve their communities and try connecting via social media, Skype, email, or snail mail.
- Document your work and share it with YSA and the online community on social media outlets like YouTube, Facebook, Twitter, or Instagram. See the *Semester of Service Teacher Toolkit* page 38 for a few social media tips and tricks.

Build Partnerships:

- Reach out to agencies, organizations, leaders, and elected officials to help you access an audience beyond your local community.
- Visit www.GYSD.org/partners to browse a list of Global Youth Service Day leaders in your country who can help spread the word about your project.
- Submit a letter to or press release to newspapers, blogs, radio shows, and other media outlets in your country.

Educate Your Community

- Ask school staff to mark GYSD on the school calendar.
- Submit a press release about your project to a local paper.
- Request town or city council members to make a GYSD proclamation.
- Invite friends, family, and community members to volunteer with your project on GYSD, or find a project with an organization that aligns with your project's issue area.
- Host an event to educate your community about your project, what you have learned, and how to get involved.

GYSD is an opportunity to celebrate the students and youth like you who create change every day through service to others.

Plan a post-project party to celebrate everything you achieved during your Semester of Service, and make sure to recognize and thank everyone who helped support you – your teachers and peers, your friends and family, and anyone else who helped make your project meaningful.

Student Activity

Tri-fold Board Template

Consider presenting to a public audience, which can include other classrooms in your school, parents, community partners, etc., near the end of your project. Use this page as a planning tool to create a larger tri-fold board for your presentation.

The format is similar to a science fair, without the judging (although you could also have a service-learning fair to showcase multiple projects at a celebration). It gives your student(s) an opportunity to either create awareness, or share the action that they took to address an issue in their community, while developing critical communications skills.

[Insert graphs, statistics, and visual aids here.]

About the Issue

[See your notes from your research on the issue.]

Investigation and Planning

[See your notes from the Investigation/Planning Stages.]

Resources: [Websites, interviews, books, and anything else you used to complete your project.]



Tri-fold Board Template

Project Title

Student Names

[1-2 sentence summary of your project]

Results

[Publish your results.]

The Call to Action

[Explain what you want people to do after learning about your project.]

Academic Connection

[What did you learn?]



[Insert Photos Here]

Action

[See your notes from the Action stage.]

Recognition

[Recognize your supporters, volunteers, and anyone who helped make your project possible.]

Follow us on social media! [Insert links to your social media pages.]

Use [#YSA](#), [#YouthService](#), and [#ServiceLearning](#).

Presentation Rubric

Use this page to evaluate your students' work during their presentation to a public audience.

	3 – Meets Standards	2 – Partially Meets Standards	1- Does not Meet Standards
Content Knowledge	The presenter included a sufficient amount of useful information AND demonstrated deep understanding of the topic of the presentation.	The presenter has ONLY ONE of the following qualities: included a sufficient amount of useful information; demonstrated deep understanding of the topic of the presentation.	The presenter did not include a sufficient amount of useful information or demonstrated deep understanding of the topic of the presentation.
Support	The evidence includes ALL the following qualities: relevant to the claim; presented logically; pulled from credible sources.	The evidence includes some but not all of the following qualities: relevant to the claim; presented logically; pulled from credible sources.	There is no evidence or the evidence includes any of the following qualities: relevant to the claim; presented logically; pulled from credible sources.
Audience	Used a speaking style that is appropriate to the task, purpose, and audience.	Used a speaking style that is somewhat appropriate to the task, purpose, and audience.	Used a speaking style that is inappropriate to the task, purpose, and audience.
Delivery & Speaking	The presenter presented in a clear way AND successfully engaged the audience.	The presenter presented in a clear way but did not successfully engage the audience; OR The presenter successfully engaged the audience but did not present in a clear way.	The presenter did not present in a clear way or successfully engage the audience.
Interaction	The student demonstrated active listening skills when others were speaking and effectively responded to others' questions and comments.	The student occasionally demonstrated active listening skills when others were speaking and effectively responded to others' questions and comments.	The student did not demonstrate active listening skills when others were speaking.

Evaluate Your Project

- **What kind of impact did you have on your community need?** Take “after” photos if appropriate, to compare with your “before” photos – or document how your community changed because of your Semester of Service project.
- **Did you meet all stakeholder goals?** Think about all the participants who were a part of your Semester of Service and ask each to join you in evaluating your outcomes.
 - Did you and your fellow students meet your planned service goals and make a difference in your community?
 - Did you and your teachers meet the intended learning goals?
 - Did your community partner(s) meet their desired goals in joining you in the project?
 - Did you enjoy the process of your project and feel empowered and motivated to do another Semester of Service addressing a different community need – or to continue this project into another phase?
 - What would you do differently the next time? What would you do just the same?
 - How do you think you might want to use the experience you gained in the future?

Since 2009, over 1,000 educators and more than 30,000 students have participated in YSA's Semester of Service, an extended service and learning framework that engages students in addressing real-world needs in their communities by connecting service activities with intentional learning goals and academic standards. Independent evaluator RMC Research conducted several separate evaluations of Semester of Service programs, and results consistently demonstrate that the program has a significant, positive impact on student engagement and related measures of student achievement. Positive outcomes include:

- Students display statistically significant increases in academic engagement, academic competence and civic dispositions, as well as all other outcome measures.
- Students indicate that they were more motivated to come to school on days when they had Semester of Service activities.
- Teachers agree that service-learning had a positive impact across all areas.

Semester of Service Public Information Briefs

Complete program evaluations are available at www.YSA.org/rmc_reports

Check-In

Something I'm Proud Of	Something I Need to Improve	My Personal Goals

Reflect

Think about how your project connects with what you have learned in school, and how you will demonstrate this connection to your community.

Remember your discussion of **critical thinking and problem solving**, **creativity and innovation**, **collaboration**, and **communication**, and reflect on when and how you used those skills. How can you continue to develop them in the future?

Where will you go from here? Now that you have completed a successful service project, how will you continue to impact your community and the world?

Celebrate

Once you complete the demonstration stage, it is time to celebrate your success. Decide as a group how you can best honor your hard work and congratulate each other and your teacher on a job well done, and think about how you can recognize everybody who helped you with your project. Remember to share your experiences on social media, and send YSA your photos, videos, and anything else you have so we can share your story across our global network.

4 Cs Rubrics

Critical Thinking and Problem Solving

Think about why the issue is important to address, why we should care about it, and what we can do about it.	See page:	Have you:	Rate your confidence in using this skill (5=high, 1=low).	Please have your teacher/mentor fill out this section:
	Page 11 (<i>Academic Connections</i>)	Thought about a similar situation in the past when coming across a problem?	1 2 3 4 5	1 2 3 4 5
	Pages 24 (<i>Measuring Impact</i>)	Asked questions about what other people might want in order to solve the problem for all people involved? Made conclusions based on information that was given?	1 2 3 4 5	1 2 3 4 5
	Page 40 (<i>Is This Project Doable?</i>)	Thought before making decisions and understood that one decision can affect many different parts?	1 2 3 4 5	1 2 3 4 5

Creativity and Innovation

Encourage creativity, originality, new ideas and ways of doing things.	See page:	Have you:	Rate your confidence in using this skill (5=high, 1=low).	Please have your teacher/mentor fill out this section:
	Page 29 (<i>Think Globally, Act Locally</i>)	Used different ways to come up with creative new ideas?	1 2 3 4 5	1 2 3 4 5

Communication

Write and speak about the student's project – to other students, the community, social and traditional media, and public officials.	See page:	Have you:	Rate your confidence in using this skill (5=high, 1=low).	Please have your teacher/mentor fill out this section:
	Page 37(<i>Contacting Issue Experts and Community Partners</i>)	Listened to others and found chances to learn while having a positive attitude?	1 2 3 4 5	1 2 3 4 5
	Page 48 (<i>Social Media: Tips and Tricks</i>)	Communicated for many different ways including asking questions, sharing ideas, giving instructions, giving praise, and motivating others?	1 2 3 4 5	1 2 3 4 5
	Page 58 (<i>Presentation Template</i>)	Communicated thoughts and ideas in a way that everyone can understand through different ways of communicating such as speaking and writing?	1 2 3 4 5	1 2 3 4 5

Collaboration

Promote effective teamwork, shared responsibility, flexibility, and valuing the work of others.	See page:	Have you:	Rate your confidence in using this skill (5=high, 1=low).	Please have your teacher/mentor fill out this section:
	Page 43 (<i>Taking Action</i>)	Understood the importance of everyone having "shared" responsibility and working together?	1 2 3 4 5	1 2 3 4 5
	Page 45 (<i>Work Plan</i>)	Worked well with others and been respectful to group members that had different ideas?	1 2 3 4 5	1 2 3 4 5
	Page 46 (<i>Taking Action</i>)	Taken responsibility and let others take their own responsibilities as well?	1 2 3 4 5	1 2 3 4 5

Celebrate Student Volunteers

Celebrate student volunteers who have served throughout the Semester of Service through award programs offered by YSA and our partners.

Everyday Young Heroes

YSA features an Everyday Young Hero each week in the *Youth Service Briefing*, an e-newsletter for the youth service and service-learning fields, with a circulation of 40,000. To nominate one of your students, visit www.YSA.org/eyh_nomination

President's Volunteer Service Award

As a Certifying Organization of the President's Volunteer Service Award, YSA awards the PVSA to those who meet or exceed the award criteria. Established in 2003, the PVSA is given by the President of the United States and honors individuals, families and groups that have demonstrated a sustained commitment to volunteer service over the course of 12 months. Honorees receive an official President's Volunteer Service Award pin, a personalized certificate of achievement, a congratulatory letter from the President of The United States, and a customized press release.



Award Requirements

To qualify for the President's Volunteer Service Award, volunteers simply submit a record of their service hours to Youth Service America. We will then verify the service and award the PVSA. Volunteer service hours are not limited to those performed as part of Youth Service America programs. In fact, service hours can be accumulated through work on a variety of projects throughout the year. The only requirement is that the necessary hours be completed within 12 months; recipients can qualify for a new PVSA each year.

	Youth Ages 5-14	Youth Ages 15-25	Families & Groups
Bronze Award	50-74 hours	100-174 hours	200-499 hours
Silver Award	75-99 hours	175-249 hours	500-999 hours
Gold Award	100+ hours	250+ hours	1,000+ hours

Visit www.YSA.org/pvsa to learn more and order awards for your students.



Share your Semester of Service results with us at www.YSA.org/semester to receive a certificate for your class, and a template for you to create certificates for your students.

