AMERICA SCORES
Bay Area

Leaders In Action

Community Service Learning Coach guide

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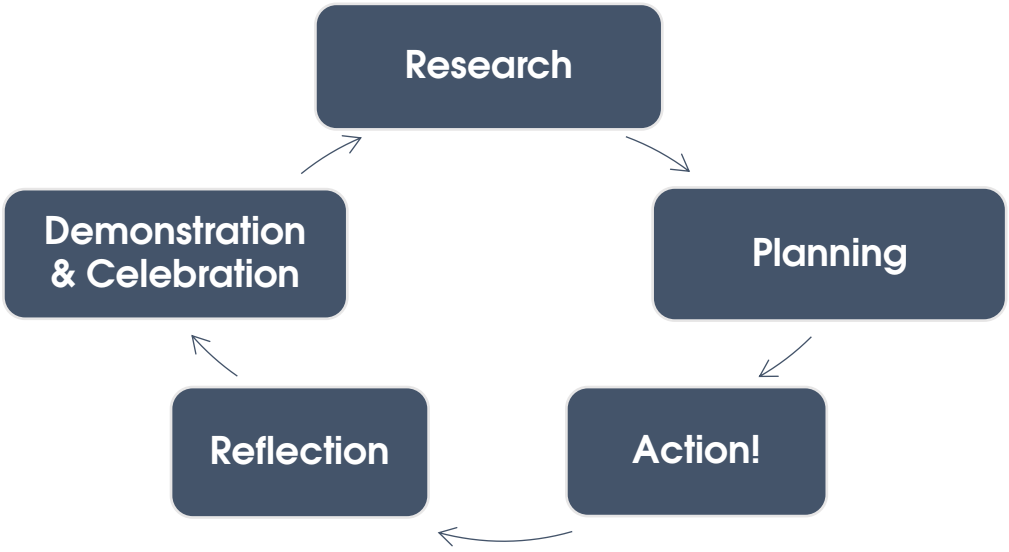
SERVICE LEARNING GOALS

1. Students **RESEARCH** their communities through observation, critical thinking, discussion, poetry, and creative writing.
2. Students identify solutions to community challenges and engage in project **PLANNING**.
3. Students take **ACTION** and do a community service project related to the issue they choose.
4. Students **REFLECT** on their project and **DISCUSS** what they learned, what they accomplished, and what needs to happen in the future to continue positive change in their community.
5. Students **DEMONSTRATE** the results of their project to the community and **CELEBRATE** their accomplishments

THE SERVICE LEARNING PROCESS



STUDENTS BUILD 21ST CENTURY SKILLS

- ★ Communication
- ★ Collaboration
- ★ Critical Thinking
- ★ Problem Solving
- ★ Leadership
- ★ Adaptability
- ★ Creativity
- ★ Work Ethic
- ★ Persistence
- ★ Civic Engagement
- ★ Empathy
- ★ Global Awareness

TIPS FOR SUCCESSFUL SERVICE LEARNING

Stay on schedule and trust the process.

The key to an effective service-learning season is properly guiding your team through all five steps of service-learning. The service-learning process is student driven and student led, but as a coach you must make sure that your team is on schedule and pace to complete their project; that's accomplished by following the lessons laid out in the curriculum. It's easy to get stuck in Step 1 or to excitedly skip ahead to Step 3 but it is going through the whole process that will emphasize goal setting, critical thinking, the power of teamwork, and reflection.

You must complete all of the lessons in Steps 1, 2, and 4, but Step 3 is flexible in allowing you and your team to create an Action Timeline comprised of several selected Action Activities. Step 3 requires additional planning and oversight from coaches to ensure that the Action Plan can be delivered on time and stays on schedule throughout the different activities. See below for more info on structuring Step 3.

Let your students select an issue they are passionate about.

The curriculum walks you and your team through the steps necessary to select an issue for your project, so stay on schedule and trust the process!

There are many options to choose from at the school, local, national, and global level – the most important part of choosing an issue to address is that students feel passionate about it. SCORES teams have historically sought to make an impact on the following issues:

- Gun Violence
- Environment/Pollution
- Literacy
- Health/Nutrition
- Bullying
- Homelessness
- Hunger
- Poverty
- Immigration
- Animal Cruelty

While these tend to be the issues students gravitate towards, this list is only a snapshot of the challenges our communities face. If your team feels connected to a different issue, go with it! Need more ideas? Visit https://leadasap.ysa.org/ideas/.

Locate and partner with local experts and organizations.

Connecting with local community experts and organizations working on the issue your team is interested in can be immensely helpful during the service-learning process. These individuals and groups can provide their expertise to aid in students' understanding of the issue facing their community and share important insights regarding the Types of Action your team might want to take. It also gives students the opportunity to learn about how they can work with community groups outside of their SCORES team to complete their project and amplify its impact. Lesson plans in the curriculum guide you and your students through this process, but it's never too early to start planning.

Potential questions for community organizations include:

- How does the individual or organization currently address the issue at hand?
- What action do they see as being most effective or impactful in addressing the issue?
- What do they see as the root cause of the issue – i.e. why does this issue exist?
- What is the biggest barrier they face in working to address the issue?
- Is there a way for your team to involve the individual or organization in the SCORES season of service?

Some teams are able to invite an expert to their classroom as a guest speaker. Some teams have taken a field trip to volunteer with a local organization - common places include animal shelters, food pantries, and senior centers. If there are no volunteer opportunities available, or time/transportation is an issue, it is still effective to share information about the organization! Your team will be inspired by knowing that it exists, and maybe they will be able to volunteer in the future.

Aim for your project to go deeper than the surface.

The goal for all teams is engage in deep projects. Surface projects are not "bad" – both are important and make the world a better place. However, deep projects provide your students the best opportunities for learning and impact. Deep projects create longer lasting change by addressing your issue at its root, so that it is less likely to occur again in the future. They also encourage your students to think critically about your issue. The curriculum walks you and your team towards selecting Action Activities that will create a deep project. Please take note of the coach tips throughout

the curriculum but especially those in the lessons which provide questions for you to ask your students when they are thinking about the kind of action they want to take to help go from a surface project to a deep project.

Surface Projects *address an immediate need and have a short-term impact*	**Deep Projects** *address the root cause of an issue and have a lasting impact*
Participate in a park clean-up.	Learn about the harmful impact of litter on the environment, get signatures on petitions, and write a letter to city officials about the need for additional trash and recycling bins in the park. Then, work to organize an annual park clean-up with others in the community.
Hold a diversity celebration event at your school.	Learn about the refugee crisis, what causes someone to become a refugee, and what refugees need when they arrive in a new country. Create posters to place around school highlighting what you learned about refugees and why it is important to help and welcome them into our community.
Donate to the Red Cross.	Investigate how air quality can impact your health. Present your findings at a school assembly and share ideas for how your school could improve its air quality, such as adding indoor plants to classrooms.

Pay attention to the Project Milestones

The curriculum will walk you through the steps you need to take as a team to hit the appropriate milestones.

What are Writing Based Action Activities?

Writing is a powerful tool for change. In Step 3 of the curriculum, you will select Action Activities that best fit your project. We have created sample lessons for several Writing Based Action Activities that you and your team can utilize. We encourage you and your team to select 2-3 Writing Based Action Activities to add to your "Action Activities Timeline" and move your project forward. You can find all of the Writing Based Action Activities sample lesson plans in the Expanded Service Learning Curriculum at **www.SCORESU.org**

Your team is not expected to use all of these Writing Based Action Activities in the scope of your project. Choose Writing Based Action Activities that make sense based on your team's interests and strengths! You will use these Writing Based Action Activities to structure Step 3: Action. They'll give you lessons around which you can build your project.

Notice that all of the example projects listed at the end of this section included at least one (and usually two or more) forms of writing. Some of these came directly from student ideas. If, for example, your students decide to make a PSA video, they will have to write the script. If their initial idea doesn't include writing, suggest that they advertise with a newspaper article, get funds with a donation letter, write a play to perform at their event, or anything else you can think of!

Writing Based Action Activities include: Letters, Posters, News Articles, PSA Videos or Skit, Petitions, Comic Strips, Surveys, Guest Speakers and Field Trips, and an Action Event/Day.

Keep Action Activities organized with the optional "Action Activity Planner".

After the "Team Project Action Plan" you'll see the "Action Activity Planner". The purpose of the "Action Activity Planner" is to define the who, what, when, where, and why for each Action Activity you have planned. The "Action Activity Planner" can be used with the prepared Writing Based Action Activities, but is especially recommended if you and your team select any Action Activities that are not already provided with lessons in the curriculum. This is a great tool for teaching your students project management skills and also giving them ownership and leadership in different roles.

Reflection is a critical part of the process.

Even though reflection is woven through each of the stages and lessons, Step 4: Reflection should not be overlooked in your season. In this stage, your team will solidify the learning and growth that took place while celebrating all of the hard work and accomplishments through the process of service-learning. Through reflection, students should be challenged to think deeply about their participation, their understanding of themselves and others, and analyze their relationship with their community.

This is also an important time to showcase your team's work. Consider the different ways your team can present their work to a larger audience. This can happen in a variety of ways, such as a video, a posterboard, an assembly, etc. It's important to find a method that is the best fit for your team and community. Critical to the success of this step is asking students to reflect on how they can demonstrate their project success and mastery of skills to others.

Take lots of photos and videos through the process.

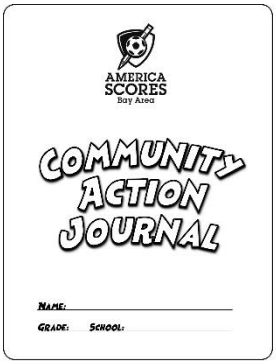
Photos and videos of your team going through all the steps of their project are really useful in Step 4: Reflection and are especially helpful when creating a visual display to celebrate what has been accomplished. Be sure to capture photos and videos throughout all of the stages of your project!

Also, consider creating a team Instagram account to post all your progress along the way to share with the students, their families, other teams, and SCORES staff.

Lastly, HAVE FUN!

Bring your best self to your sessions everyday and your students will feed off of your energy and enthusiasm.

***** IMPORTANT NOTE *****



Inside this guide you'll find tips and lesson plans that refer to the students' **Community Action Journal** workbook.

Inside yourself you will find **creativity, determination, patience, and courage** as you guide your team through their impactful community project.

STEP 1

RESEARCH

- ★ A series of lessons and worksheets to help students **RESEARCH** their communities through observation, critical thinking, discussion, poetry, and creative writing.
- ★ 1 lesson to help you and your team **DECIDE** which topic or issue the team will try to address.

***** COACH TIP *****

Use this worksheet (1st page in the Community Action Journal) to help you guide a discussion and exploration of some key concepts like **COMMUNITY, POWER, VOICE, and ACTION.**

You have the POWER to help your community when you THINK, LEARN, AND TAKE ACTION. We want to hear your VOICE and your IDEAS.

What Does Community Mean To You?

_____

_____

Draw a picture of your community!

LESSON PLAN: OUR BEAUTIFUL COMMUNITY

Length: 1 or 2 class sessions

Objective: Students will identify beautiful things (assets & strengths) in their communities and write a poem or a detailed description about their own "something beautiful."

Materials

- ★ Something Beautiful Book by Sharon Dennis Wyeth
- ★ Community Action Journals, pencils, white board, dry erase pens

Prep / Extra Credit

Create your own "something beautiful" drawing and/or story to share with the class.

LITERARY MOMENT AKA "The Hook" (10 – 15 minutes) Explain to the class that **today we are going to think, talk, and write about the beautiful things in our community.** Ask students to listen to the story and think about their own community. **Read the book out loud to your team.** After reading each page, make sure that all of your students get a chance to see the pictures, ask questions, and make comments.

DISCUSSION: What is Community? Here are some possible discussion questions: What are the different communities you belong to? What is a community? Are you part of local communities? Which ones? Are you part of a bigger community? A global community? What do we have in common with people in other cities? Other states? Other countries?

DISCUSSION: Power and Beauty (10 – 15 minutes)

1. The young girl found many beautiful things in her community, but how did she feel when she scrubbed off the word "Die" on her front door?
   (Answer: She felt POWERFUL)
2. Why was it powerful to scrub the word "Die" off of her door?
   (Answer: Because she took control and made a change)
3. Have you ever felt powerful? How were you being powerful? How did it feel?
4. How did the girl's actions bring positive change in that community?
5. What are the things that are beautiful in your community?
6. What can we do to create more beautiful things in our own community?

BRAINSTORM (10 – 15 minutes) On the white board, write "Something beautiful: Something that when you have it your heart is happy." Have your students help you make a list (on the white board) of the most beautiful and best things about their community. You can do this all together as a team **OR** in a "think, pair, share" **OR** individually (in Community Action Journals).

POETRY REVIEW (2 – 3 minutes) Review the Poet's Toolbox (pg. 3) with your students. Explain that these tools can help your writing "come alive." Encourage students to try to use: similes (ex: cold as an ice box, fast as a cheetah), metaphors, rhymes, repetition, alliteration, etc. **Give examples!**

INDEPENDENT WRITING (10 – 15 minutes) Ask students to write a detailed description or a poem about the beautiful and best things in their community.

AUTHOR'S CHAIR (10 minutes)

Give students time to share what they wrote with the team in the Author's Chair.

Something Beautiful

1) Think about something or someone that makes your heart happy.
2) Draw a picture of your "something beautiful."

Something Beautiful Story

1) Think about something or someone that makes your heart happy.
2) Write a short story or a poem about your "something beautiful."

Title: _____

My something beautiful is... _____

***** COACH TIP *****

Use the **My Logo worksheet** to help your students identify the skills and abilities they bring to the team. Make sure all team members feel empowered and name at least one personal skill. Below are the instructions on the worksheet.

My Logo

1) Think about your skill and abilities.
2) Draw pictures or symbols below that represent you and your skills.

***** COACH TIP *****

Use the **My Strengths and Struggles worksheet** to help your students identify their strengths and also what they struggle with and something they would like help with. Below are the prompts on the worksheet.

MY STRENGTHS AND STRUGGLES

1) I am good at...
2) I struggle with...
3) My favorite thing about school is...
4) The most stressful part of my day is...
5) I'd like some help with...

LESSON PLAN: COMMUNITY LOGO

Objective: Students will explore the idea of community, purpose, and identify things that are important to them and their community.

Materials: Community Action Journals, pencils, markers or other art materials

LITERARY MOMENT AKA "The Hook" Explain that this season "we will be working together to help our community." Bring a news article of a current event or a YouTube video or anything else that you think your students will relate to. **OR** bring something that is important to you, or something that motivates you to try to make a change in the world.

LESSON

- ★ **Guide the students through an imaginative journey.** Tell them to imagine they are their community's super hero or "agent of good" (possibly relate it to a super hero they already know). Ask questions about what they think their responsibilities are for their community:
    - Do heroes always have to "save the day" or can they work in smaller ways?
    - Can a student be a hero? Can anyone be a hero?
    - How can we use our powers for something bigger than ourselves?

- ★ **Think-Pair-Share:** Find a partner and talk about who you think are the everyday heroes in our community (classroom, school, neighborhood, city). Brainstorm a list of everyday heroes and discuss what their missions are (Garbage collectors and teachers for example). Have students think about how these people work with others to do their job. Explain that whatever a person can accomplish by themselves can always be improved if they work with others!

- ★ **Group Discussion:** As a group, have students think about their TEAM'S mission and purpose for this season. What do they hope to accomplish together? Lead the discussion and take notes on a board.

- ★ **Working Individually:** After the team has come up with a TEAM mission, hand out the Community Action Journals to your class and turn to the Community Logo page. Point out the shape of the blank logo is the same shape as the SCORES logo. Tell them the 3 pointed crest represents SCORES three activities (poetry, community service, and soccer) and that it also represents our core values (teamwork, leadership, and commitment).

  Now, ask students to think about what their personal logo might represent and how it connects to the TEAM mission! Have them create a personal logo using drawings, symbols, and words that show what is important to them and what represents their personal mission for this season.

- ★ **Leader's Chair:** If time permits, allow students to volunteer to present their logos to the team. Have them also answer one of the following questions:
    1. What are the differences between super heroes in books and movies and everyday heroes? Why do you think people make up superheroes?
    2. What is one thing you can do each week to work towards your personal mission?
    3. What is one thing you can do to work towards your TEAM's mission?

Community Logo

1) Think about the things that are most important to you and your community.
2) Draw pictures or symbols below that represent you and your community.
3) Write 1 or 2 things that are most important to you and your community.

Example #1

Example #2

The most important thing to me and my community is…

_____

_____

_____

_____

***** COACH TIP *****

Use the **Service-Learning Project Stories** to get ideas for the possible directions your community project can take. Read the stories out loud with your class and ask open-ended questions to guide a discussion.

Service-Learning Project Stories

Project Story #1 - Welcoming Refugees

SCORES Team A worked together with a local organization that supports refugee and immigrant women and their families. They invited the Director of the organization to their classroom as a guest speaker (the Director was also a refugee) to tell her story about leaving home and settling in a new country. This reinforced the students' research about the challenges refugees and immigrants face. The students then created a PSA (public service announcement) video that was shared throughout their school to explain the challenges refugees and immigrants face and to gather donations for a food drive. To do this, they first wrote a script and then acted it out and recorded it. They also created posters to hang around the school that displayed the facts they learned and information about the food drive. Lastly, they hosted ther food drive and donated the collections to the same local organization, who in turn distributed it to refugee and immigrant families.

Project Story #2 - Poetry at the Nursing Home

SCORES Team B volunteered at a nearby nursing home, teaching poetry and spending time with the elderly residents. Students looked at poems they had written in previous SCORES seasons to figure out the best way to teach someone about poetry. Then, they went to the nursing home to meet the residents and teach them about poetry. They performed their original poems then shared comic strips they drew that showed their lives before and after they started writing poetry. The students visited again the following week and led creative writing activities with the residents. They listened to the residents' life stories and helped turn them into poetry. This team ended their project with a public performance of the poetry they created together with the residents of the nursing home.

Project Story #3 - Ending Hunger

SCORES Team C researched hunger issues facing their community and found that a large number of students like themselves did not have access to healthy meals at school. The team held a Hunger Workshop to educate a group of younger students about hunger issues present in their community. At the end of the workshop, they used a recipe from the local food pantry to make trail mix. They then put the trail mix into individual serving bags and donated them to the local food pantry, which would give the snacks to students who needed them. They wrote letters to councilmembers (part of their city's government) to ask them to pass a law that would make sure more students get healthy meals at school.

Project Story #4 - Reducing Litter

SCORES Team D studied the impact of litter in their community by making a map that showed the amount of litter in the park down the street from their school. They wondered what was causing the litter problem at the park so they decided to survey the people at the park to get more information. Through their surveys they discovered that there were not enough trash cans throughout the park for everyone to put their trash. They created a petition asking the city to install more trash cans, then went out as a team to collect signatures from local community members. The team then wrote a news article explaining the litter problem in the park, what they learned about the causes and effects of littering, and why it is important to install additional trash cans at the park. They sent the article and petition to their local government officials and also sent the article to the editor of the local newspaper.

LESSON PLAN: COMMUNITY ACTION IDEAS

Objective: Students will make a list of problems in their community, and a list of action ideas to try to fix to the problems they see.

Materials: Whiteboard & dry erase pens, Community Action Journals, Pencils,

LITERARY MOMENT AKA "The Hook": Explain that this season "we will be working together to help our community." Bring a news article of a current event or a YouTube video or anything else that you think your students will relate to. **OR** bring something that motivates you to take action and try to make a positive change in the world.

For example, you could show this clip "For The Heroes: A Pep Talk From Kid President" https://www.youtube.com/watch?v=tgF1Enrgo2g

BRAINSTORM (5 – 10 minutes) Create a "T-chart" with two columns on the whiteboard one column "Problems" and one column "Action Ideas"

Issues/Problems	Action Ideas

1. **Remind students that in "Something Beautiful" we looked at all of the beautiful things in our communities.** Just like in the book, no community is perfect and ours has some problems, too. Explain to your students that problems are things that are not working well or are missing in your community. These problems could have to do with **safety, appearance, availability of services, people not having what they need.**
2. **Ask driving questions (open-ended questions) to think of problems:** Are there things in our community that you would like to see more of? What is missing in our community? What do you see/hear about who needs help? What do you wish were different?
3. **Now ask driving questions to help students brainstorm solutions/actions:** What is our ideal community? What if you could build our school exactly the way you wanted it? What does it mean to have a supportive community? What can we do to solve this problem? Write responses under Action Ideas on the board.

INDEPENDENT WRITING (10 – 15 minutes) Ask your team to choose one or two problems that they care most about. In their Community Action Journals on the Community Action Ideas page, ask your students to write 1 or 2 problems they see in the community. Ask them to think of 1 or 2 things they could do to make the community better. Have your students write down their "Action Ideas" for how they could improve their community.

AUTHOR'S CHAIR (10 – 15 minutes) Encourage students to share what they wrote. Other students should respond with questions or make positive, respectful comments.

COACH ACTION: Take notes and save the ideas as inspiration for your team's project.

REFLECTION (5 – 10 minutes) Ask students if they heard any ideas that they really liked or any problems they would like to research more. How did this discussion make you feel? Which problems do you feel strongest about?

Community Action Ideas

1) Below on the left, write 1 or 2 issues your care about or problems you see.
2) Can you think of 1 or 2 things you could do to make your community better? Write your "Action Ideas" on the right side below.

Issues/Problems	Action Ideas
For example: An issue I care about is… pollution. The problem is that people and companies litter and create pollution that makes our rivers, oceans, and lakes dirty.	**For example:** We could write a letter to the governor asking him to not allow big businesses to waste water and make pollution. We could teach people about why clean water is so important. We could write a poem about how pollution affects all living things, make a video of the poem, and share it on social media.
An issue I care about is…	To make it better we could…
A problem I see is…	To make it better we could…

Decision Day!

Materials

Coaching Tip: See Coaches' Guide for some helpful suggestions on project issues to select.

Chart paper or whiteboard and markers

- Since this is a team project, the team is going to decide together what problem to address. Write the word "**consensus**" on the board. Explain:
  - **Consensus is a way of making decisions that tries to find solutions that everyone can support. It is based on the idea that everyone in the group is equally important, and if they are affected by a decision they have a right to be equally involved in making it.**
- Emphasize how strong your team is, and you know they'll be able to choose a problem that everyone will agree to work on.
- Circle 3-4 of the problems on your list that either there was a lot of interest in last lesson, or you think would make for a good project.
- Ask: **What is one problem on the board that is important to you and why?**
- Allow a few students to practice giving a one-sentence "pitch" for why that issue is important.
- Take students through the consensus-building process to determine which issue area they will focus on for their service-learning project.
  - **Step 1**: Write each issue area on the board.
  - **Step 2**: Go through the list and ask students to vote on the issues they would most like their team to work on. Do this with a "show of thumbs," asking students to give a thumbs up to vote yes, a thumbs down to vote no, and a thumbs sideways to signal that it isn't their top choice but they could live with that issue being the focus for this season. Use this initial round of voting to get rid of issue areas that have little to no support from the group. Erase those.
  - **Step 3**: Next, ask students who would like to give a reason for choosing one issue area over another to share their thoughts with the team. Give students the opportunity to ask questions.
  - **Step 4:** Now do a heads down/hands up vote. The problem with the most votes will be the team's choice.
  - **Step 5:** Come to a consensus and celebrate the decision!
- By the end of the day, your team will have decided on **one issue** that they would like to work on this season. They do not need to know yet how they will change that problem. ***Even though it is hard to decide, make sure to leave this lesson with a final choice and stick to it the rest of the season. This is important, so that you can move forward with the research and making an action plan!***

Exit Ticket

5 min.

Journals

Pencils

- Students will answer the following question in their journals:
- I care about (insert chosen issue area here) because…

***** COACH TIP *****

Use the **Research Scavenger Hunt** to answer important questions and do critical thinking about your issue, who is affected, and help your team identify a community organization that already works on this issue.

Research Scavenger Hunt

Part 1

1. What issue is your team working on?	2. Who does your issue affect?
3. How many people does your issue affect?	4. Where is your issue a problem?
5. What is a statistic or a number that tells about your issue?	6. What is another statistic or a number that tells about your issue?

Research Scavenger Hunt

Part 2

7. Can you find an organization that helps with your issue? What is it called?	8. What does that organization do to help address your issue?
9. What is the biggest barrier the organization faces in working to address the issue?	*10.* Can you volunteer with the organization? Y/N Do they have a wish list? Y/N Name 3 things on the wish list:
11. Other things I learned:	12 Other things I learned:

STEP 2

PLANNING

★ Students learn more about the topic they chose to address in Step 1.
★ The team will then decide they will help and **MAKE A PLAN**.

***** COACH TIP *****

Use the **Service-Learning Project Overview** to reflect what you have done so far and prepare for where you are going. You already chose the project topic/issue and did some research, now it is time to decide what Types of Action and which Action Activities you will do.

Service-Learning Project Overview

School Name: SCORES Team A

Project Plan

Preparation - How did you decide on your project topic?

We recently had several refugee families move into our neighborhood and the team voted that they would like to focus on how to best help and support them.

Research – List the resources you used and any community contacts that you used (or might use) to gather information.

Students researched the challenges refugees and their families face. They also researched local organizations working on this issue and found a local group to work with.

Action

Project Title: Welcoming Our New Neighbors

Project Goal: Work with local orgs to support refugee and immigrant families. At the end we will host a food drive for local organizations

What Type(s) of Action did you choose to take? Check all that apply.

- ☑ Awareness
- ☑ Service
- ☐ Advocacy
- ☑ Philanthropy

Which related Action Activities are you planning to do?

- ☐ *Letters (2 days)*
- ☐ *Surveys (2 days)*
- ☑ *Posters (2 days)*
- ☐ *News Articles (2 days)*
- ☑ *PSA Videos (3 days)*
- ☐ *Petitions (2 days)*
- ☐ *Comic Strips (2 days)*
- ☑ *Guest Speakers and Field Trips (2 days)*
- ☑ *Action Day/Event (1 day)*
- ☑ *Other:* Food drive
- ☐ *Other:*

Reflection – How will you share your project with your school community?

We have been taking photos/videos throughout and will create a digital slideshow that will stream on the welcome screen at the front of school. We will also show this when we donate the food.

Service-Learning Project Overview

School Name: _____

Project Plan

Preparation - How did you decide on your project topic?

Research – List the resources you used and any community contacts that you used (or might use) to gather information.

Action

Project Title: _____

Project Goal: _____

_____

What Type(s) of Action did you choose to take? Check all that apply.

- ☐ Awareness
- ☐ Service
- ☐ Advocacy
- ☐ Philanthropy

Which related Action Activities are you planning to do?

- ☐ *Letters (2 days)*
- ☐ *Surveys (2 days)*
- ☐ *Posters (2 days)*
- ☐ *News Articles (2 days)*
- ☐ *PSA Videos (3 days)*
- ☐ *Petitions (2 days)*
- ☐ *Comic Strips (2 days)*
- ☐ *Guest Speakers and Field Trips (2 days)*
- ☐ *Action Day/Event (1 day)*
- ☐ *Other:*
- ☐ *Other:*

Reflection – How will you share your project with your school community?

***** COACH TIP *****

Use the **Team Project Action Plan** to make a list of specific tasks, decide who will be responsible for completing each task, and set deadlines for each task so the project can stay on schedule.

Sample Project Action Plan

Project Concept: To raise support and awareness for the homeless during the cold winter months.

Project Title: *Bundle Up Against the Cold*: A Blanket Drive for the 7th Street Shelter

Project Goal: To hold a blanket drive within our school community. Donated blankets are donated to a local homeless shelter.

Project Action Plan:

TASKS	DUE DATE	RESPONSIBLE PARTIES
Get permission from the principal to hold the blanket drive: • Write him a letter asking for permission and explaining what we are trying to do. • Type the letter on the computer, then edit and deliver.	May 15	Whole Team
Make posters for blanket drive: • Make a list of facts to go on the posters. • Gather poster board, markers and tape. • Design five posters and make them. • Hang up the posters in prominent places around the school.	May 21	Facts: Miguel, Kendrick Materials: Mr. Martinez Poster Design: Jose, Juan, Alex, Franklin, Kevin Poster Support: Whole team
Call the shelter to get the details on delivering the donation.	May 25	Michael, Ricardo
Make poem books to give out to people who donate blankets.	June 1	Whole team

Team Project Action Plan

Project Concept: _____

_____

Project Title: _____

Project Goal: _____

_____

Project Action Plan:

TASKS	DUE DATE	RESPONSIBLE PARTIES

STEP 3

ACTION!

★ Students take **ACTION** and do Action Activities to complete their community project related to the issue they choose.

★ This section includes action ideas, examples, and templates.

Service-Learning Toolbox: Types of Action

- **Awareness**: Educate. Share information and teach others to positively change people's behaviors.
- **Service**: Volunteer. Use your creativity, time, and talent to directly meet a need in your community.
- **Advocacy**: Advocate. Speak out, join others, and persuade policy makers to change policies and laws.
- **Philanthropy**: Give. Collect and donate financial and in-kind support.

Action Activity Planner

This Action Planner should be used by the team at the beginning of each Action Activity. With a planning sheet, the team can gather all of the information needed to complete a certain action that leads to the bigger overall goal of your project.

Action Activity: _____

Action Activity Goal: _____

How does the action contribute to the goal of the project?

_____

Objectives:

Who will be involved? _____

What are you going to do? _____

Where will it happen? _____

When will it happen? _____

Which Job?	Who?	By when?	What do we need?
Example: write script	*Everyone*	*Next 2 classes*	*Pencils, notebooks*

ACTION ACTIVITY IDEAS

*** Indicates that examples or templates are provided In this Coach Guide**

www.SCORESU.org – Find expanded lesson plans, inspiring videos, and valuable resources.

www.ysa.org/act – Tons of project examples, info, and ideas!

www.instagram.com/explore/tags/scoresamplify – Check out photos and descriptions of community project presentations by teams in previous years.

Team Poem*

★ Use creative writing to express information and ideas about your topic.

Song/Rap*

★ Use teamwork to add a beat (clapping, stomping, snapping, beat-boxing, etc) to your song while one person or a small group sings or raps.
★ Repeat the main theme in the chorus and add details in the verses.

Letter to a Public Official*

★ Choose a public official who you want to receive your message (the Mayor, the Governor, the President, the Chief of Police, the Principal of your school, etc).
★ Introduce yourselves, describe the problem, and ask for their support!

Petition*

★ A petition is a tool to show how many people support your project.
★ Explain the problem, ask for support, and create a plan for collecting signatures.

News Article*

★ Write a news article that could be published online, in a newspaper, in a magazine or in other media. Answer the following questions in the article:
  - What is the problem? Why is it important? Who does it affect?
  - What is your community project and who will it help?
  - What are other possible solutions and what can other people do to help?
★ Make sure to include facts you have learned about your problem.

Educational Campaign

★ Make flyers and/or posters and post them around the school and/or neighborhood to educate people about your issue.
★ Make presentations to other classes at your school or present your information to the parents of your team to inform them about your issue.

Posters*

★ Make one or more poster and display during public presentations and/or make poster signs and take them out on a march or public protest.

Video Public Service Announcement (PSA)

★ There is an in-depth series of lesson plans for creating a Video PSA in the Expanded Service-Learning Curriculum that you can find at www.SCORESU.org

TEAM POEM or SONG/RAP TEMPLATE

Note: These are just examples, feel free to be creative!

The chorus — Make groups of 2 or 3 and have each group come up with a one line chorus relating to your project that everyone could say together. Encourage them to be as creative as possible!

Then write the options up on the board, and have students vote on their favorite (if there are two top choices, perhaps you could combine them).

The verses — Choose a format that allows many students include their own lines. The team poem works best if all students are able to contribute. Allow students to suggest options and vote, or you can suggest the one you think will be the most successful.

For example: give everyone a prompt with the start of the sentence on your chosen topic, such as "I will change the world by _____ _____."

LETTER TO A PUBLIC OFFICIAL TEMPLATE

Note: These are just examples, feel free to be creative!

Your school address and/or logo

Date

Dear _____,

Paragraph 1

a. Introduce yourselves.
b. Explain the purpose of the letter.

Paragraph 2

a. Give a detailed description the problem.
b. Describe your community project.
c. Ask for their support.

Paragraph 3

a. Thank the person for reading the letter.

Sincerely,

America SCORES Team

PETITION TEMPLATE

Note: These are just examples, feel free to be creative!

Explain the Project:
Example Project: We, the students of Jackson Elementary School, would like to have a soccer field built at our school.

Explain the Problems:
The reasons we want a soccer field are:
• We play soccer every day but we don't have our own place to play.
• The blacktop is very hard and when players fall they get injured.
• Many students at the school do not get enough exercise because the space is not safe for physical activity.
• The field would benefit everyone at the school and in the community.

We sign here in agreement with the students of Jackson Elementary School.

	Name	Grade	Room/Teacher
1)	_____	_____	_____
2)	_____	_____	_____
3)	_____	_____	_____
4)	_____	_____	_____
5)	_____	_____	_____
6)	_____	_____	_____
7)	_____	_____	_____
8)	_____	_____	_____
9)	_____	_____	_____
10)	_____	_____	_____
11)	_____	_____	_____
12)	_____	_____	_____
13)	_____	_____	_____
14)	_____	_____	_____
15)	_____	_____	_____

NEWS ARTICLE TEMPLATE

Note: These are just examples, feel free to be creative!

Paragraph 1: Introduction

– What is the problem?

– Who does it affect?

– Why is it important?

Paragraph 2: Details and information about the problem

– Include facts from your research.

– Get quotes from people in the community (teachers, parents, people on the street, etc).

Paragraph 3: Explain possible solutions

– What are the possible solutions to the problem?

– What is your team's community project?

– What can other people do to help?

Paragraph 4: Conclusion

– Restate the problem and how your solution will fix it.

– What can other people do to help?

POSTER PLANNING

Materials

- Discuss the Who, What, When, Where, and Why of the posters your team will create.
  - Why are posters important for our project and issue?
  - Who is the target audience?
  - What do you want the audience to know/do?
  - Where will the posters be placed so that the target audience is reached?
  - When will the posters be put up? Taken down?
  - How many posters are needed?

Chart paper or whiteboard and markers

- Work together to make a list on the board of the slogans, facts, or other words that can be included on the poster.
  - Create slogans for your posters.
    - Ask students what slogans they know of. People use slogans to make change, such as "If you see something, say something." They might also know slogans from commercials or from their favorite brands.
    - Work in pairs to come up with fun slogans and propose them to the group. Those selected should be written down by the coach and displayed to the group.
    - Students will work in pairs to identify key numbers and facts and then propose them to the group. Those selected should be written down by the coach and displayed to the group.

- Allow students to work in groups to create draft posters on blank paper.
  - If there is time, have groups edit other groups' drafts.

Coaching Tip It's also a good idea to look over the draft posters yourself before having students create the final posters.

Exit Ticket

5 min

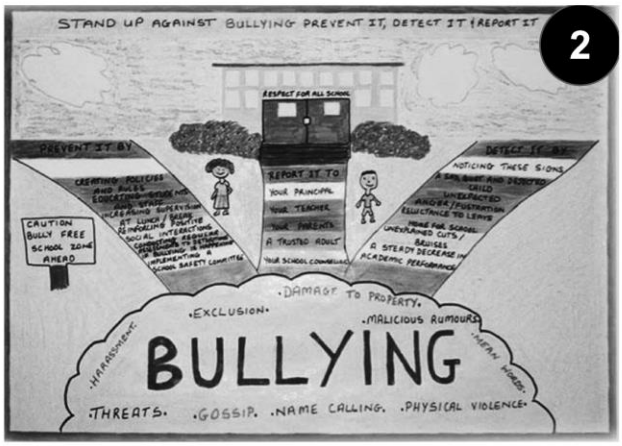
Journals

Pencils

- Students will answer the following question in their journals:

- What did you enjoy the most when creating your poster?

POSTER EXAMPLES



Tips for Fundraisers

Often, students decide that they want to conduct a fundraiser as part of their project. When they are done right, fundraisers and donation drives can be a successful portion of your team's project, and their benefits are numerous.

Different types of fundraising activities:

1. A team can hold a **donation drive** in order to benefit a local charity (i.e., a canned food drive for a food pantry, a donation drive for an animal shelter, a clothing drive for victims of a natural disaster, books for a literacy program).
2. A team can collect **cash donations** that will benefit a charity (a local children's fund, The Red Cross, etc.).
3. A team can collect **cash donations** that will help them to purchase materials to conduct their service project.
4. A team can have a **sale** in order to collect money that will either be donated or used to purchase materials for their own project (a car wash, a popcorn stand, a poetry book sale, etc.).
5. A team can collect **in-kind donations** that will help them to conduct their service project (i.e., flower bulbs and wood chips for a garden).

Tips for making your fundraiser a success:

1. **Advertise!** Provide as many details as possible so people know exactly how they can support your fundraiser. Include time, location, date, prices, and project beneficiaries (see "Powerful Posters" on page 105 for more ideas).
2. **Educate your team!** Make sure that every member of your team is prepared to talk about the fundraiser and how it will help your project.
3. **Get others involved!** Invite parents, community partners, or other school groups to help. People are usually more willing to participate when they are personally invited. *However, make it clear which group will get the proceeds of the fundraiser, or how the money will be split.*
4. **Make it personal!** If your team is writing letters to businesses to request donations (see "Letters for a Cause" on page 82), *always* follow up with a phone call or a personal visit. And *always* have your team write a thank-you note to a donor!
5. **Communicate!** After your fundraiser is complete, let the community know how you did – how much money was raised and what was accomplished.

The benefits of fundraising activities:

1. Fundraisers can help a team to become a cohesive unit working for a common goal.
2. Fundraisers help the community at-large become involved in a civic action project.
3. Fundraisers raise awareness in the broader community about SCORES and what your group is doing. You never know where you'll get a great volunteer or partner!

Transform Your Idea Into a Project

People you will help
- One person
- A group of people
- Other students
- Younger children
- Families
- Community members (i.e., people who use the rec center or people who use the library)

Audiences

Helpers
- Specialists
- Teachers/Coaches
- Public officials
- Families
- Business owners
- Friends

Partners
- Community Centers
- Libraries
- Schools
- Sports Teams
- Local Businesses
- Churches
- Other Non-Profits

Brainstorm
- Who needs help?
- What needs improvement?
- What can you raise awareness about?
- Social attitudes you hope to change?
- Systems you can affect?
- Consider various perspectives!

Idea

Direct Action
- Clean up
- Gather/donate items
- Raise funds
- Create handmade items
  - Bookmarks
  - Recycled goods
- Beautify
- Serve
- Gather pledges
- Volunteer time
- Meet new people
- Write a petition
- Teach
  - Posters
  - Video
  - Skits
  - Comics
  - Poems
  - Performance
- Establish/Join a kids' club or organization

Indirect Action
- Gather information
- Interviews
- Surveys
- Research
- Raise Awareness:
  - Posters
  - Letters
  - Poems
- Reflections/learnings
- Thank you's
- Publish
- Donate
- Photos
- Displays

Actions

LESSON #4: ONE HEN (optional lesson)

Objective: Students will understand that one person (young or old, big or small) can make a big difference in his/her community and make it a better place for everyone. Students will develop an idea for what they would do if they got a small loan to start a business.

Materials: Whiteboard & dry erase pens, Community Action Journals, Pencils,

One Hen Book Summary

Inspired by true events, One Hen tells the story of Kojo, a boy from Ghana, Africa who turns a small loan into a thriving farm and a livelihood for many.

After his father died, Kojo had to quit school to help his mother collect firewood to sell at the market. When his mother receives a loan from some village families, she gives a little money to her son. With this tiny loan, Kojo buys a hen to sell eggs.

A year later, Kojo has built up a flock of 25 hens. With his earnings Kojo is able to return to school. Soon Kojo's farm grows to become the largest in the area.

Kojo's story is inspired by Kwabena Darko, who as a boy started a tiny poultry farm just like Kojo's, which later grew to be the largest in Ghana, and one of the largest in west Africa. Kwabena also started an organization that gives out small loans to people who cannot get a loan from a bank.

One Hen shows what happens when a little help makes a big difference. The final pages of One Hen explains "micro-loans" and include a list of relevant organizations for children to explore. One key takeaway is that Kojo starts working as a young boy to try to make life better for his family and his community.

One Hen Book Interactive Read Aloud and Discussion (30 – 45 minutes)

After reading each page, make sure to show the pictures, ask questions, and make comments.

Suggested Interactive Read Aloud Prediction Questions

You can stop on the pages noted below and ask your students the question for that page. The goal is to have students consider the motivation behind spending decisions and try to predict what will happen next in the story:

- ★ **Page 7**, stop at the end of page – What should Kojo spend the money on? Take responses. "Let's see what he decides."
- ★ **Page 12**, stop in the middle of the page – What should Kojo spend his savings on? Take responses. "Let's see what he decides."
- ★ **Page 16**, stop when the banker "taps his fingers together." – Should the banker loan Kojo the money? Why?
- ★ **Page 23**, stop in the middle of the page – Should Kojo loan the money to Akida?
- ★ **Finish the book**

Discussion Questions (These are just some examples & ideas, you don't have to ask every question)

1) **Ask the students if they have ever borrowed something.**
2) **Ask the students if they know of anyone who has borrowed money to start a business.**
   - ★ Explain that borrowed money is actually a "loan." A loan is something borrowed, usually money, with the expectation that it will be repaid in the future.
3) **Why is it important to pay back a loan?** (When you pay back a loan, you show responsibility and that will make it easier for you to borrow money in the future.

4) **Discuss the following:**
   - ★ Ask the students if they have ever loaned someone money.
   - ★ Do you or others in your family save money?
   - ★ What have you or others in your family saved for?
5) **Why did the 20 families of the village decide to save money, even though they didn't earn very much?** (Each family agreed to save a bit of money so that families in the village could take turns borrowing all the savings to buy something important.)
6) **The Duodu family was the second family to receive the village's saved money. What did they purchase with their loan?** (The Duodu family purchased a sewing machine.)
7) **What did the Duodu family plan to do with the sewing machine?** (The Duodu family planned to turn the cloth they wove into shirts and dresses to sell at the market. With some of the money they earned from selling the shirts and dresses, they planned to pay back the original loan.)
8) **When it was Kojo's mother's turn to borrow money, what did she purchase with the borrowed money?** (Kojo's mother purchased a cart.)
9) **How did the cart help Kojo's mother earn income?** (The cart helped Kojo's mother carry more firewood to sell at the market. She also rented out the cart to others. By selling more firewood and renting out her cart, she made more money.)
   - ★ Explain to the students that the loans the families received and the businesses that were created from these loans allowed the families to earn more income. With that income they were able to repay the loans and still have money left. This helped each family to improve their lives.
10) **What was Kojo's business plan?** (Kojo planned to buy one hen. He and his mother would eat some of the eggs the hen laid and sell the rest at the market.)
11) **Do you think Kojo's plan was a good plan?** (Answers will vary.)
   - ★ Explain to the students that all plans have some risk. Risk is the chance of loss. For the families in the story there was risk they would not be able to pay the loan back.
12) **How was Kojo able to buy more chickens?** (He saves enough money to buy more hens.)
13) **How was Kojo able to afford to go back to school?** (Kojo sold eggs to earn income. Once he earned enough money, he was able to pay to go back to school.)
14) **Where did Kojo receive the loan to build a bigger farm? What challenge did Kojo face in his plan, and how did he overcome it?** (He got a loan from the 2nd bank he asked. Kojo was turned down when he requested a loan from the first bank so he went to another city and asked the bank president for a loan. This time the bank agreed to give him the loan.)
15) **How was the community impacted by Kojo's farm?** (Kojo's farm provided jobs for 120 people and eggs for many people. Kojo and his workers and business partners paid taxes and the government used the tax money to build roads, schools, and health clinics.)

THINK-PAIR-SHARE: Find a partner or discuss at your table group: Does anyone have an idea for a business or a fundraiser to make money to help the community? **You can also do this in group discussion format.**

INDEPENDENT WRITING (10 – 15 minutes) Ask your team to imagine they could get a small loan, maybe $100 dollars for example. What would they do with the loan? How would this idea make money? Who would you help with the money the business makes? Ask your team to open their Community Action Journals to the One Hen Idea page and complete the worksheet

AUTHOR'S CHAIR (5 – 15 minutes) Encourage students to share what drew and wrote. Your team should respond with questions and/or make positive, respectful comments.

One Hen Idea

1) Imagine that you could borrow some money to start a business.
2) Think of an idea for what you would do with the money.
3) Draw a picture of your business idea. How will the business make money? Who will you help with the money you make?

One Hen Plan

1) Imagine that you could borrow some money to start a business.
2) Think of an idea for what you would do with the money.
3) Write a plan or a story about your business idea. How will the business make money? Who will you help with the money you make?

Business name:

With the money I borrow, I would...

STEP 4

REFLECTION

★ Students **REFLECT** on their project and **DISCUSS** what they learned, what they accomplished, and what needs to happen in the future to continue positive change in their community.

Project Reflection

1) Think about your community project and how it went.
2) Answer the questions below!

1) How did you help your community?

2) Who did you help? How did it make you feel?

3) What was great about the project and what wasn't so great?

4) What can you do next to continue working on your project?

Project Reflection

1) Think about your community project and how it went.
2) Write down any other thoughts, ideas, or questions you may have.

STEP 5

DEMONSTRATION & CELEBRATION

★ Students **DEMONSTRATE** the results of their project to the community and **CELEBRATE** their accomplishments

Ideas for Sharing your Project with the Community

1. **Short stories/poems**: "Project Stories" offer several creative writing options to highlight your project. Students can relate their feelings regarding the process (e.g., empowerment, hopefulness, hopelessness, etc.).
2. Perform a **dramatic reading** of the Project Stories.
3. **Assign a team of reporters** (1-4 members) to document the team project. Tasks include interviews, documenting comments or specific steps of the process, creative writing activities, and writing articles to submit to the school newsletter or local paper. Document lists of quotes, ideas, outcomes, failures, and successes.
4. **Write a skit or play** about your project for the team to perform at school assemblies and/or at the Jamboree!. The skit might explain the problem and show a solution, or it might show the problem and what will happen if nothing is done.
5. **Songs:** Have students use their poetry skills to write a song about their community project. Use a song or beat they know for the tune or rhythm. Make a video of your class performing the song.
6. Make **postcards** about your community project. Put pictures on one side and information on the other. Put them together in a postcard book or find another way to display them so that people can look at both sides.
7. Create a **collage** about your community project. Incorporate drawings, pictures from magazines, newspaper articles, and student writing.
8. Create a **photo essay**. For this one to work you need to take pictures throughout the season. Take pictures of your class as you do the project. Have students write down where the pictures are taken, who is in them and the time and the date for each one. Put them on a display board with captions to let people know all about the project.
9. Create a **giant project timeline.** Include how you identified the problem and all the steps you took to solve it. Use pictures and illustrations to make it look enticing.
10. Make a **team book** about your project. Talk about the problem and how you solved it. Each student can be responsible for one page.
11. Make a **tri-fold display board** about your project. Include student writing, photos, and drawings. Display in school main lobby or lunchroom, the local library, a local business that supported the project, or a SCORES sponsor place of business.
12. Create **stickers or labels** with an inspirational message about the issue. Attach the stickers to lollipops or pencils and pass them out at school.
13. Make a **documentary** about the project. Describe the process, specific steps taken and the outcomes. Share it with the community.
14. Create **comic strips** to communicate the issue, using art and language in tandem to convey ideas about their community.

PRESENTATION PREPARATION

Help your team prepare for their project presentations

1. **PLAN THE PRESENTATION** and decide how you will present your community project, the work you did, and the results of the project

2. **CREATE YOUR DISPLAY** for your presentation that will help communicate the information (such as a large poster, a tri-fold board, handouts, charts, graphs, drawings, photos, results of petitions or surveys, copies of your team's letter to the mayor, etc.)

3. **ASSIGN ROLES** and try to make sure that every student has a chance to speak during the presentation.

4. **PRACTICE YOUR PRESENTATION!** Recite the whole presentation and practice until students are comfortable and feel prepared.

PRESENTATION OPPORTUNITIES

Give your team chances to present their project to the community

1. **AFTER SCHOOL PROGRAM SHOWCASE**
2. **PLAN A PARENT/ FAMILY GATHERING**
3. **SPECIAL SCHOOL EVENTS**
4. **MORNING ASSEMBLY AT SCHOOL**
5. **PLAN A MARCH OR PUBLIC DEMONSTRATION**

THANK YOU!

FOR YOUR COMMITMENT TO THE COMMUNITY

Aa Bb Cc Dd
Ee Ff Gg Hh
Ii Jj Kk Ll
Mm Nn Oo Pp
Qq Rr Ss Tt
Uu Vv Ww Xx
Yy Zz