

Lesson 7

Completing Preparations for your Service-Learning Project



Objective:

You will review project details and create an agenda for the day.

Materials:

✦ A long sheet of paper with a breakdown of the time frame for the day (a timeline poster); list of activities; markers.

Directions:

(example for a single day event)

1. Review with your team the project plans and brainstorm all the possible things that need to get done during the day to implement your service-learning project. List them all on a separate sheet of paper or on the board. Be as detailed as possible, including everything from bringing cameras and taking pictures to greeting officials and participants, to cleaning up after the event.

2. Have your team put these events in order; put a number next to them to indicate order.

3. Establish a time in which each of these activities will need to happen and write that down next to each one.

4. Once the order and time of each activity has been agreed on, transfer this information to the timeline poster.

5. Each participant writes down in their project management notebook the times of each of their assignments.

See template as example:

Template

Time	Activity	Resources needed	Location	Person(s) Responsible	Contact
8:00-8:30	Greet participants	T-shirts, snacks, materials, assignments	Front lobby	Ken	Walkie Talkie
8:00-8:30	Greet media	Media packets with project goals, partners, sponsors, participants	Front lobby	Rachel and Charlie	Rachel's cell phone #
8:30-9:00	Opening Ceremony by Mayor and Youth Representative	Speaking points for Mayor; t-shirts, microphone	Gym	Kya and Ms. Wells (Kya to test sound system)	Kya's cell phone #
9:00-12:00	Monitor toxins in a local water source	Plastic boots, buckets, measuring equipment	Parks	Ken and Maya oversee project	Ken's walkie talkie
12:00-1:00	Lunch	sandwiches, salad, drinks, plates, forks, napkins	Cafeteria	Joseph	Joseph's walkie talkie
1:00-3:00	Closing celebration	Microphones, music, certificates, prizes	Gym	Ken and Maya	Ken's walkie talkie
3:00-4:00	Project evaluation discussion	Pen/paper	Gym	All	

7

Reflection:

- ✦ Write in your journal answers to the following:
 - a) How will we know if the project was successful?
 - b) What long-term effects do I expect from this project?
 - c) What do I expect to learn or gain from this project? (e.g., skills, friends, information)
 - d) What have I learned already? (e.g., about yourself, about the community, your peers, an issue)
 - e) How does this project connect with the academic subject matter that I am studying?
- ✦ Discuss your answers with your team members. What similarities and differences do you find?
- ✦ Review your reflections on the word COOPERATION (Lesson 5). Give a 3 minute presentation on what else you have learned about teamwork so far.

For the reflection period:

- ✦ Discuss the meaning of key words such as “cooperation” and “responsibility”. Have the children write an essay or talk about the importance of these concepts, and how they relate to their project.
- ✦ Have the children role-play skits that reflect examples of “cooperation”, “responsibility” and “caring”.
- ✦ Have the children write ten sentences describing how they will know that the project was successful.

SERVICE-LEARNING IN ACTION

In Bozeman, Montana, middle school students from Headwaters Academy researched third world health issues, purchased basic medical supplies, and traveled to Norogachi, Mexico (population of 300), where they donated the supplies on N & GYSD. The trip supplemented their classroom Spanish instruction. Students researched medical conditions in developing countries, and developed a budget for purchasing medical supplies. Once in Mexico, students presented supplies to a village elder in a ceremony conducted in Spanish, testing their language skills, as the village elder speaks only Spanish. Once the students returned to school, they reflected on their experiences and disseminated their results to other students and members of the community.

Being asked is the top reason motivating young people to volunteer (closely followed by “because it makes me feel good.”)

CIRCLE, Volunteering Among Young People, 2004, <http://www.civicyouth.org>

Adapting the activity for younger children:

Review the day’s event and ensure that each child knows what his or her responsibility is.