

##### Planning A Service-Learning Project

##### Using the KIDS Framework

Please use the prompts below to plan your service-learning project.

(RED = suggested ideas for each section)

Please include the options you are considering for each step..

For more information, please refer to *KIDS AS PLANNERS* Revised Guidebook.

Contact Information

Teacher(s): Brandon Botto, Sarah Luczynski, Molly Meczywor, Donna Sadlowski

School Name: Drury High School

School Address:1130 Church Street North Adams, MA 01247

Phone: 413 662-3240

Your email:

Project Information

Project Name: Drury Summer S.T.E.P.S.

Grade Level: Rising 9th Graders

Subject(s): Math, Science, Social/Emotional, ELA

Project Dates: 7/7/13-7/25/13

Nuber of Students Implementing Project: 36

Number of Teachers Implementing Project: 4 teachers; 2 TA’s

Project Description

Describe your project in three sentences, try to address each of the following:

1. Topic/Need/Probem- depending on your entry point, 2. Possible Community Partners 3. What might students do to address the problem? (Products/Actions)

Students will choose between a number of projects including, but not limited to: water conservation, animal control, parks clean-ups, recycling, and school lunches. They will be introduced to community leaders including community health representatives, animal control specialists, community leaders, non-profit coordinators, and social advocates in North Adams. Students will create surveys, community advocacy pieces, a rain water collectors, organize community clean-ups, as well as other products and presentations as decided by needs identified by individual groups and teams.

## 1. Define Service-Learning



## *Explain the process you will use to define service-learning with your students… ?*

## *(pg. 42 in KIDS AS PLANNERS Revised Guidebook*)

*(Commonly Confused Terms pg3, KIDS Principles pg.94, Effective Citizen Activity pg.105, Modified What is it game for students….)*

**Students will participate in a “What is it…?” game using terms like “volunteering”, “charity”, “service learning”, “community service”, etc.**

**Teachers will identify correct answers and guide students toward the true definition of what service learning is.**

## 2. Discover Needs/Problems

*What is your entry point? (pg. 19)*

*Explain how students will discover the need(s)/problem(s)? What will you do for “Guided Discovery?” (Field trip, guest speaker, literature, letter from community partner…pg.51)*

*How will students narrow down the problems that they will investigate. (Unless you started with a single problem.) (N/3 prioritizing pg.53, decision making matrix pg.65, debate, vote…)*

**Students will hear from various community partners including the Commissioner of Public Services; The Program Manager for the Berkshire County Food Project, a Dietician from North Adams Regional Hospital, etc.**

**From here, the students will be presented with the various topics discussed and asked to outline questions for each topic including “Animal Control”, “Public Water”, “Recycling”, “Homelessness”, “Health in the Community”.**

**The topics with the most interest will be singled out based on the number of staff available and students will choose the group that most interests them.**

**3. Investigate Problems**

*What will students do to learn more about the problem(s)? (Cause/Effect/History of Problem(s)) (Surveys, interviews, KWL pg.55, Exporing the Problem Sheet pg.56 …)*

*How will students ultimately decide on a problem on which to focus? (Unless you started with a single problem above.) (N/3 prioritizing pg.53, decision making matrix pg.65, deliberate, debate, vote…)*

*What part might data collection/analysis play in this step? How will it be gathered?*

**Students will conduct guided research on their problems based on their personal concerns.**

**They will look at various forms of research techniques such as interviews, media, surveys, and personal observation.**

**From this they will organize their data and findings with the ultimate goal of narrowing down their focus to one specific project.**

## 4. Research Solutions

*For every problem there are multiple solutions… How will you teach students about multiple solutions? (Approaches activity pg.61….)*

*How will they research these? (Criteria for a good solution pg. 62, Field Research-Surveys, speakers,focus groups pg.107, interviews pg. 108-109, research paper…)*

*What part might data collection/analysis play in this step? How will it be gathered?*

**Students will identify various solutions with their “team leader”**

## 5. Decide on a Project

*How will students evaluate the solutions and select one as the project? (Comparing Solutions pg 63, N/3 prioritizing pg.53, decision making matrix pg.65, deliberate, debate, vote…)*

*Will they write a project description? If so, what needs to be part of the project description? (Project Description pg. 66, Press Release pg. 67….)*

*What part might data collection/analysis play in this step? How will it be gathered?*

**The students will debate the most effective solution using their data and analyses as supporting evidence until there is a general consensus within the group based on the materials and timeframe alotted for the project.**

## 6. Plan the Project

*How will students plan their project. (Tasks and Resources pg. 73, action plans/timelines pg. 74, planning sheets pg 77,subcommittees etc.)*

*What part might data collection/analysis play in this step? How will it be gathered?*

**Students will outline the project goals with their groups (e.g. create a rain collector for the school gardens; develop an article for the local newspaper; create a proposal for student council/ administration).**

**They will then, working with their team leader, create a list of necessary resources based on the scope of their project and put together an effective timeline for the completion of their project.**

**Most projects will require some intervention from team leaders as they are limited to the time of the program (about 10 days).**

## 7. Implement the Plan

*How will you and your students keep track of progress? (Morning meetings, daily/weekly reflection sheets, updating graphic timeline pg.75 or bulletin board….)*

*What part might data collection/analysis play in this step? How will it be gathered?*

**Students and team leaders will allocate a specific portion of the day to “project work”.**

**Meetings will be held at the opening and closing of each day to discuss the activities for that given day and students will be provided with daily agendas as well as syllabi for all projects, allowing for students to take ownership and personal responsibility for the completion of their group’s project.**

**8. Evaluate the Project’s Impact**

*How will students know that their project made an impact? (Pre/Post surveys, data collection, interviews, forums, community partner survey pg.117….)*

*What part might data collection/analysis play in this step? How will it be gathered?*

*What claim will you be able to make, based on your evidence-your data?*

**Students will be encouraged to continually monitor the progress of their project. They will speak with community leaders who will be impacted by their work and be encouraged, even beyond the time of the program, to continually improve the work they did.**

## Reflection



*What are ways that you will ask your students to make connections between their project work and their learning. (pg. 44-47 )(Activities for Multiple Reflection book…)What part might data collection/analysis play in this step? How will it be gathered?*

The projects will make extensive use of of data collection and analysis as well as the use of persuasive language. Students will be regularly assessed on the rationale behind their methods and be asked to elaborate on ideas.

Collaboration will be encouraged and students will be asked to outline their projects for the group as well as the community.

## Collaborative Environment

*Describe activities and processes you will use to create teamwork and collaboration among class members. (Develop class norms pg. 37, icebreakers pg. 101, team building activities, stoplight norms pg. 39,ways to foster collaborative learning pg. 40, preferences for group work pg.103 …)*

## A great deal of the summer will be spent fostering a collaborative environment. The students will be asked to look at what they view as an effective learning environment and what makes a true leader.

## They will spend most of the summer working in small groups and assessing eachother’s work and contributions.

## Public Relations

*How and when will the school, local and broader communities be informed about student efforts. (Student written articles for class and/or school newsletter, press release pg. 67, other media, published project briefs pg.119…)*

## Students will be working with community leaders throughout their projects and will regularly provide updates on their projects’ progress and impact. In the end, they will write thank you cards and create a mural for display in the school outlining what they believe defines a “community”.

## Celebration

*How and when will you build enthusiasm for the project and recognize accomplishments. (pg 69)*

*(Author’s tea- first draft accomplished, ribbon cutting ceremony, community forum…)*

## Students will be awarded for quality work and leadership with raffle tickets and bingo cards that will provide an opportunity to win a number of prizes.

## A celebration will be held at the end of the program with parents and community leaders invited for students to show off their projects.

## Studens will be awarded certificates of completion and some special awards will also be issued.

## Curriculum/Instruction/Assessment

*Describe the curriculum unit and the learning objectives connected to this project.*

*Provide Assessment Task(s) and Scoring Tool (s) you will use to demonstrate and give feedback on student learning. (Project Learning Web pg. 27, Assessment Tasks pg. 28, Planning backwards pg.33, rubrics pg. 29-31, checklists….)*

**Team Leaders will focus groups on specific curriculum targets.**

**Tasks will be based on needs in Math, Science, and ELA.**

**Goals for groups will be outlined and assessments will be created for regular check-up.**

**Cumulative projects will outline specific skills gained throughout projects.**