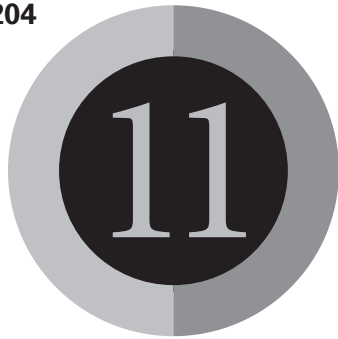


# 11

SESSION

## Doing a Project

Overview of Lesson	National Standards for Civics and Government	National Standards for English	National Standards for Health
<p>Students plan, design, lead, complete, and reflect upon a service-learning project of their choosing.</p>	<ul style="list-style-type: none"> <li>Forming and carrying out public policy (NSCG III.E.6)</li> </ul>	<ul style="list-style-type: none"> <li>Conduct research on issues and interests by generating ideas and questions and by posing problems. (ELA 7)</li> <li>Use a variety of technological and information resources . . . to gather and synthesize information and to create and communicate knowledge. (ELA 8)</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate the ability to use goal-setting and decision-making skills to enhance health. (NHES 6)</li> <li>Demonstrate the ability to advocate for personal, family, and community health. (NHES 7)</li> </ul>



## SESSION

### DOING A PROJECT

In this session, teens carry out their project plan, determine how they'll evaluate the project's success, and decide how to celebrate their accomplishments.

#### TEENS WILL LEARN

- To develop strategies for handling problems when they arise
- To determine what kind of training team members will need
- To decide who will do what tasks and when
- To decide what outcomes they can measure to determine whether their project was successful
- To make a plan for thanking and rewarding all those who participated in the project

### TEACHING STRATEGIES

These teaching strategies are included in this session:

- Pairs
- Whole-group Discussion
- Small-group Discussion
- Journal Writing

### MATERIALS NEEDED

- Newsprint and marker
- *Road Map* poster (from *Community Works* kit) from Session 10
- *Community Works Road Map* (handout from Session 10)
- Do-it-yourself poster: *Steps To Make It Happen* (timeline)
- Do-it-yourself poster: *Working It—and Did It Work?*
- Project Journal for Session 11
- Paper and pens or pencils for each small group

### SUMMARY OF STEPS

#### PART 1

Step A. Warm-up

Step B. Acting on Your Plan



50 Minutes

#### PART 2

Step C. Evaluate and Reward

Step D. Reflection



50 Minutes

### BEFORE THE SESSION

1. Refer again to *Youth Leader: Tips for Success* in Session 9.
2. Read the session plan.
3. By now the young people are emerging as leaders. With your help, they will continue to experience success. For more information about facilitating teen involvement, consult the Introduction.
4. Hang the *Road Map* poster (filled out in Session 10).
5. Make and hang the *Working It—and Did It Work?* and the *Steps To Make It Happen* do-it-yourself posters.
6. Make one copy of the journal for this session.
7. Post the teen-created guidelines from Session 1 in the room.
8. Gather the materials you will need.

## P A R T

## 1

## STEP A



5 MINUTES

**Warm-up**

1. Discuss the purpose of the three project sessions. Remind participants that, by designing their service-learning project, they are using what they have learned about safety and crime prevention to make a real difference in their community.
2. Tell teens that in this session they will put the finishing touches on the *Road Map* and develop the work plan and timeline for the project. They will also discuss how they will know they are successful with the project and consider ideas for celebrating their success.
3. Remind teens of the guidelines from Session 1 that they developed for these sessions. Be sure their list is posted on the wall.

## STEP B

**TEACHING STRATEGIES**

- Pairs
- Whole-group Discussion



45 MINUTES

**Acting on Your Plan**

Continue to encourage teens to take over facilitating. By now the group should be comfortable with its own leadership. If you asked at the end of Session 10 for teens to volunteer to facilitate, record, and be timekeeper, have those teens begin these tasks now. Remember that teens will be running their own meetings as they implement their action plan. Your job as leader during these meetings will be to step in if needed to provide clarification or to facilitate movement if teens get stuck.

1. Completing the *Road Map*—Road Conditions
  - For this discussion, ask everyone to work in pairs and identify three “good road” conditions that should help move the project forward and three “bad road” conditions that may present obstacles. The pairs should work for five minutes and then prepare to present their most important point under each heading.
  - Use a flipchart and record the conditions reported from each pair. Once everyone has reported back, stop and discuss the conditions. It is particularly important to discuss the bad road conditions because those are things that could get in the way of the project’s success. If possible try to get members of the group to discuss how they will handle the obstacles presented by the bad road conditions.
  - Add this information to the *Road Map* poster on the wall.

2. Have teens look at the *Road Map* handout (from Session 10).
  - Commend the group for being well on its way to doing the service-learning project.
  - Tell teens they will use what they've learned to take their next steps.
3. The next step is to use the *Steps To Make It Happen* do-it-yourself poster to create a timeline that will answer the questions: "Who will do what?" and "When will we do it?"
  - Point out that this is the section on specific tactics, steps, and responsibilities.
  - Use the newsprint and marker to create the *Steps To Make It Happen* poster. Note: it's best to use self-adhesive notes instead of a marker to write the tasks, dates, and persons responsible. This way you can move them around if necessary.
  - Begin with the "Steps" column on the left of the poster.
  - Refer teens to the activities section of the *Road Map* to help brainstorm specific tasks to be done.
  - List these tasks on the timeline on the left.
  - Have teens add any other activities/tasks not yet included.
4. Continue creating the timeline by having teens volunteer to take responsibility for certain tasks.
  - Start at the top of the list and work down, asking one or more teens to agree to do each task.
  - Write their names next to the task or have teens sign up for tasks themselves.
5. Go back to the *Road Map* and discuss or remind teens how long they thought it would take to do this project.
  - Ask if they want to stick with the time they indicated or modify it.
  - Explain that the dates for teens to accomplish their tasks need to fit with their chosen time frame. (For example, if they want the park to be cleaned up in two months, they all need to plan to finish their tasks within that two-month period.)
  - Go back to the timeline and ask each person who is doing a task *when* he or she will have it done. Write the date next to the corresponding task under the "when" column.
  - Ask teens if they want to make any changes.
  - Tell teens to remember to check off their tasks when they are finished.
  - Discuss how you will keep each other informed about progress on tasks and how you will help someone who falls behind on his or her tasks. Also discuss what teens should do if they find that they need help. In this way you have a plan should you need it.
6. Use the first part of the *Working It—and Did It Work?* do-it-yourself poster (Part A, Acting on Your Plan) to help teens complete this phase of their project.
  - Ask teens how they want to handle any problems that might arise.
  - They might consider the process (talking it out), who might be responsible for different kinds of problems, what they can handle alone and when they could use adult help, and what kinds of issues to bring to the leader.

- Write down their ideas on the poster.
7. Ask teens to consider again what training, if any, they will need to do their project.
- List the kinds of training needed.
  - Decide on who can do this training.
  - If necessary, add this to the list of tasks on the timeline.

### Wrap-up for Part 1

- Ask members of the group to think about the things they are good at and to identify two skills that they would like to share with others. For example, someone might have very good computer skills and could teach others in the group how to develop those skills. Helping each other learn new information is part of being on a team.
- Part 2 will focus on the points that were identified as indicators of success on the *Road Map*. The key question is the following: How will you know if your project has been a success? Then discuss how you would like to celebrate the success of your project.

## PART



### REVIEW AND PREVIEW

Begin this part by reviewing the previous session. Be sure to remind participants about the objectives for this session and give them an overview of what will be accomplished during this part of the session (use the objectives set out at the beginning of the session).

#### STEP C

### TEACHING STRATEGIES

- Small-group Discussion
- Whole-group Discussion



40 MINUTES

### Evaluate and Reward

1. Explain the purpose of and process for evaluation.
2. Why do we evaluate?
  - Tell teens that they will need to be able to tell if the project is on its intended path or if the plan needs to be revised. This *ongoing feedback* will help them keep their project on track.
  - Explain that they also need to evaluate their service-learning project. Evaluation will help them know when they are successful. This will help them win support for their project from the public, share the knowledge they learned, and improve future projects.
  - Go back to the short- and long-term successes that the group identified in the previous session and listed on the *Road Map*. Check to see if the successes that were identified still make sense. One key question to ask is “How will you measure success?” (Remind participants about the example from Session 10 of raising the math grade.)
  - Some indicators used to measure the success of a crime prevention project include the following:

- The project reduced crime.
  - The project reduced fear of crime.
  - The benefits of the project outweighed the costs.
  - The project attracted support and resources.
  - The project made people feel better about the community.
  - The project increased people's use of a particular space (such as a park).
- Explain that there are different ways to evaluate a project. For example, if teens identified fighting as a problem in their school or community center, they might want to count the number of fights in one month (pre-project survey). After their project is in place and functioning, they might want to do another survey to see if the number of fights has been reduced. The project survey of the target audience determines whether conditions have improved as a result of their project.
3. Have teens look at the *Road Map* success section and work in small groups to decide on some ways to evaluate their project *and* suggest how to celebrate.
- Ask each group to select a recorder and a reporter.
  - Give each recorder and reporter paper and pencil or pen.
  - Circulate to assist them, if necessary.
  - Bring teens back together and have them report their ideas.
  - Have them discuss various kinds of evaluation and decide (majority vote or consensus) on one or more ideas.
  - Write the ideas on the *Working It—and Did It Work* poster under “Part B. Evaluating and Celebrating the Project” in Questions 1, 2, and 3.
  - Ask teens for their ideas about ways to celebrate.
  - Have them discuss various kinds of celebrations and decide (via majority vote or consensus) on one or more ideas.
  - Write the ideas on the poster under Part B, Question 4.
  - Congratulate teens for doing a great job in their planning.

**STEP D****TEACHING STRATEGY**

- Journal Writing



10 MINUTES

**Reflection**

1. Relate the session to teens' lives.
  - If you will be meeting again, you may want to assign roles to teens for the next meeting (facilitator, recorder, and timekeeper). If you do this, arrange to meet with these volunteers before the next session to plan their agenda.
  - Take a few minutes to discuss with teens how they worked as a group. What went well? What could have been strengthened?
  - Ask teens to share their hopes and fears about this project.
  - Brainstorm solutions to the fears.
  - Have teens plan what they will do if the project gets off track.
  - Review the timeline and their tasks.
  - Make sure teens know the date and time of their next meeting.
2. Turn learning into action
  - Ask teens what aspects of the day's work were most important.
  - Remind teens that they will be working with their ideas over the next several sessions and that whenever they have thoughts about their project they should jot them down for the next meeting.

- Review any unfinished business with the group. Be sure to keep the flipcharts and additional information for the next session.
3. Distribute the project journal, Part 3.
- The project journal is different from the other journal sections in *Community Works*. Working on these journal pages will help the participants in several ways: (1) they will recap what they did in the sessions, which will help them keep track of the project; (2) they will be asked to think of some things that will contribute to the discussion in the next session; and (3) they will reflect on their roles in the process and the impact of that experience.
  - Explain the purpose of the project journal to all participants. Be sure they know it is to help them reflect on what they learned and for you to read and respond to what they write. Be clear that you will not be correcting what they write—just reading and responding.
  - Tell the participants when you will be looking at the journals. You will probably want to collect project journal, Part 3 after Session 11. Tell them you will return their journals with your short comments at the next session. This gives teens something tangible and provides them with a connection to previous sessions.





**DO - IT - YOURSELF POSTER****Steps To Make It Happen**

Steps	When	Who
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		



## DO - IT - YOURSELF POSTER

### Working It—and Did It Work?

#### A. Acting on Your Plan

1. The problem we're working to solve is

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2. How will you handle problems if they arise?

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3. What kind of training, if any, do the team members need?

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4. Who (including teens) can provide that training?

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#### B. Evaluating and Celebrating the Project

1. How will you know if your plan was successful? What can you measure to determine this?

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2. How can you find out what participants—workers and those who benefit—think of the project?

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3. What would have happened if your group had not done the project?

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4. How can you thank, honor, and celebrate with those who worked on the project? Individually? As a group?

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# PROJECT JOURNAL

## PART 3

**How Has Your Group  
Solved the Problem?**

**How Have You Accomplished  
Your Goals?**

**What Do You Want To Do Next?**

NAME \_\_\_\_\_ DATE \_\_\_\_\_

*“There is a soul force in the universe, which, if we permit it, will flow through us and produce miraculous results.”*

—Mahatma Gandhi

What role are you playing in the project?

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One thing I observed about the group

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One thing I observed about myself

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How do you feel the group is working together on the project?

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What feedback would help the group work toward its goal?

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What are you noticing about the project?

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My biggest question about our project is

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What have you learned so far during the course of the project?

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Which of your skills do you feel have helped the project the most so far?

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Is there anything you want to do differently on the project in the future?

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From this service-learning project I have learned

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Project Notes

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*“Teachers open the door, but you must enter by yourself.”*

—Chinese Proverb

