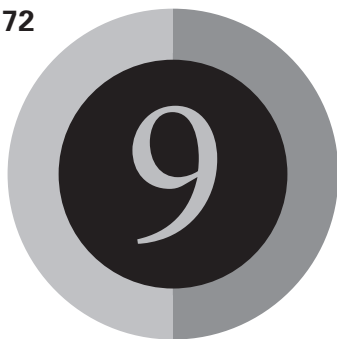


9

SESSION

Planning 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"> Forming and carrying out public policy (NSCG III.E.6) 	<ul style="list-style-type: none"> Conduct research on issues and interests by generating ideas and questions and by posing problems. (ELA 7) Use a variety of technological and information resources . . . to gather and synthesize information and to create and communicate knowledge. (ELA 8) 	<ul style="list-style-type: none"> Demonstrate the ability to use goal-setting and decision-making skills to enhance health. (NHES 6) Demonstrate the ability to advocate for personal, family, and community health. (NHES 7)



SESSION

PLANNING A PROJECT

This session introduces teens to the exciting possibilities of youth-led, service-learning projects. They will begin their project by assessing the needs of their community and defining one specific problem to address.

TEENS WILL LEARN

- To use decision-making processes and decide on a method they can use to develop their project
- To decide whom they are going to help
- To define problems they see in their target community
- To consider how they might address these problems
- To select a specific problem to work toward solving

TEACHING STRATEGIES

These teaching strategies are included in this session:

- Think/Pair/Share
- Poster
- Small-group Discussion
- Whole-group Discussion
- Journal Writing

MATERIALS NEEDED

- Newsprint and marker
- Handout 1: *Youth Leader: Tips for Success*
- Handout 2: *101 Youth-led Ideas*
- Do-it-yourself poster: *What Is the Problem or Issue You Want To Address?*
- *Handling Difficult Situations* poster (from the *Community Works* kit)
- Project Journal for Session 9



One important way to ensure that projects are done successfully is to have an adult or teen support person working with each small group of youth to develop and execute a project. This support person may be a law enforcement officer, another staff member at the community facility, a parent, an adult from a collaborating organization, or an older teen whose leadership abilities and commitment are clear. Ask this person to support the small group without telling the group what to do. It is a great opportunity for older teens who have already participated in the *Community Works* program to serve as mentors for the teens involved in the service-learning project.

SUMMARY OF STEPS

PART 1

- Step A. Warm-up
- Step B. Youth Leadership
- Step C. Decision Making



55 Minutes

PART 2

- Step D. What Is the Problem or Issue You Want To Address?
- Step E. Reflection



55 Minutes

**Tip**

To facilitate greater teen participation in the action project, ask some of the teens to make the poster (see instruction 5). This will help get them involved in the first stages of their action project and give them ownership of the process.

BEFORE THE SESSION

1. Handout 1: *Youth Leader: Tips for Success* includes pointers from youth leaders and teachers who have worked with teens on numerous service-learning projects. This information will be most helpful if you read it before you and teens begin your project. We suggest discussing this list with the group (in Step A), so teens can make comments and add what they feel are important tips to the list. It will also be useful to refer to it once the project is under way.
2. Read the session plan.
3. Review *Charting Success*, a workbook for developing community service projects, which provides further assistance.
4. There should be a high level of youth leadership in these sessions. Ask the young people who they think should take the lead and how. Youth can be activity leaders, recorders, and facilitators and can serve in other roles. For more information about facilitating teen involvement, consult the Introduction.
5. Make and hang the *What Is the Problem or Issue You Want To Address?* do-it-yourself poster.
6. Make enough copies for each teen of Handout 2: *101 Youth-led Ideas*.
7. Make one copy of the journal for each teen.
8. Post the teen-created guidelines from Session 1 in the room.
9. Gather the materials you will need.

P A R T

1

STEP A



10 MINUTES

Warm-up

1. Review the purpose of *Community Works*.
 - Ask teens to think for a minute about the purpose of the *Community Works* program. Ask them to tell what they remember.
 - Ask the group members to update newcomers and those who missed earlier sessions. Assign this task to teens on a rotating basis. Explain that it helps build public-speaking skills.
 - Remind teens that these sessions will help them get information and develop skills to avoid being the victims of crime and to help others and their communities become safer.
 - Return their journals with your comments from the last session.

2. Explain the purpose of the three project sessions.
 - Tell teens that in the next three sessions (9, 10, and 11) they will have a chance to use what they have learned about safety and crime prevention to make a real difference in their community. This is the service-learning part of *Community Works*.
 - They will assess problems in their community, select one problem to address, and design and carry out a youth-led project. This is an opportunity for teens to use their strengths and talents, learn new skills, and work effectively with adults to bring about real change in their community.
3. Discuss what will happen in this session.
 - Tell teens that they will first get an introduction to exciting possibilities of youth-led projects.
 - We suggest discussing Handout 1: *Youth Leader: Tips for Success* with teens as part of this step, so teens can make comments and add what they feel are important tips to the list.

STEP B

TEACHING STRATEGIES

- Think/Pair/Share
- Whole-group Discussion



25 MINUTES

Youth Leadership

1. This step is designed to involve all participants in thinking about what is involved in youth leadership.
 - Ask everyone to think of five things involved in being an effective youth leader. Allow five minutes.
 - Teens should discuss their list with the person sitting next to them for five more minutes.
2. Now go around the room and collect one idea from each teen.
 - Put the ideas on flipcharts in preparation for discussion.
 - Keep going around the room until all the ideas have been shared.
3. Begin the discussion by asking teens to look at the list and see if they can find any items that can be grouped together.
 - Discuss why this may or may not make sense.
4. Distribute Handout 1: *Youth Leader: Tips for Success* and ask teens to look at the handout.
5. Ask them to consider the following questions:
 - What differences do you see between the two lists?
 - Is anything missing from your list that you feel is really important?
 - Can you think of instances when you have taken on a youth leadership role?
6. Be sure that the flipchart results remain posted in the group's meeting area for future reference.

STEP C

TEACHING STRATEGY

■ Small-group Discussion



20 MINUTES

Decision Making

1. Have teens do the following adore-detest exercise to begin to learn how to build consensus.
 - Define “adore” and “detest” to make sure the group understands the meaning of the words.
 - Divide teens into small groups of three to five. Each group will need to come to consensus on six things that group members absolutely adore and another six things they absolutely detest. Each group will come up with its own list.
 - *Everything* on the two lists must be adored or detested by everyone in the group.
 - Advise teens that they will be timed. Give the small groups about five minutes to complete their lists.
 - If you have time, combine two groups and have them develop a common list. Continue combining groups until the entire group comes to consensus.
 - Sometimes a group gets stuck on the detest list. Use one of the following examples to help spur thinking: racism, war, zits, rats, liver, or cockroaches.
2. Ask teens how they made decisions in this exercise.
 - What worked in accomplishing the task (for example, getting everyone to participate, listening to what everyone had to say, staying on track, using time efficiently)?
 - What did not work (for example, leaving some people out of the discussion, letting a few dominate the process, or getting sidetracked)?
3. Explain to teens that they will need to decide how they will make decisions as a team to plan, design, and carry out their service-learning project. Tell teens the following:
 - *They* are the key people making these decisions.
 - It is important that they work as a *team*.
4. Have teens recap what works well and poorly in a team.
 - Ask a volunteer to quickly review the *Handling Difficult Situations* poster for the group.
5. Explain, or have a group of volunteers explain, that the team should do the following:
 - Choose solutions.
 - Set priorities.
 - Weigh pros and cons of options.
 - Rank alternatives.
 - Thoughtfully rule out options that don’t fit the team plan.
6. Point out that different situations might require different decision-making methods. For example, a decision that is crucial to the success of the project and will affect all members of the group might be worth making by consensus (taking time to be sure that everyone understands and accepts the decision). Choices that are less important, however, could be made with the faster method of voting and majority rule.

Wrap-up for Part 1

- Give each participant a copy of Handout 2: *101 Youth-led Ideas*. Ask participants to spend a few moments thinking about possible project ideas. Remind the teens that they will need this sheet for the next session and that they should fill in some more of the information in preparation for the discussion.
- Part 2 of this session will continue the discussion about group dynamics and youth leadership.

P A R T

2

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 D

TEACHING STRATEGIES

- Poster
- Whole-group Discussion



45 MINUTES

What Is the Problem or Issue You Want To Address?

Note: At this point, encourage teens to take over facilitating. You can start by asking the first of five questions on the do-it-yourself poster: *What Is the Problem or Issue You Want To Address?* Then ask for volunteers to record information on the poster and keep track of the time to be sure the group accomplishes its tasks. Have a volunteer ask the rest of the questions. Your job as leader will be to step in for clarification or help if teens get stuck—and to resist the temptation to lead the discussion.

1. Have your teen facilitator use the do-it-yourself poster: *What Is the Problem or Issue You Want To Address?* to get teens to start focusing on their project. Suggest these guidelines:
 - Encourage participation from as many teens as possible.
 - Read each question and ask teens for their ideas.
 - Have the recorder write teens' comments on the poster next to the first question.
2. If teens need help identifying problems in their community—and who might be their target group in the community—have them think back over previous sessions. Ask them what issues or concerns they remember, and who was most affected by these problems. Ask them to try to think of one problem in their school or community that they feel they could have an impact on.
 - If teens have been saving their journal entries, suggest that they consult their responses to help them remember issues and concerns that were particularly important to them.
 - After they identify a problem, teens should also discuss what caused the problem. Some questions for identifying the causes of problems include:
 - How do you know there is a problem? What happens?
 - Where does it take place?
 - When does it take place?

- Who is involved?
 - Why are they involved?
 - What additional factors contribute to the problem?
- If teens need help in defining their target community, ask them to describe the boundaries of the community. Is it their youth center? Their neighborhood? If it is their neighborhood, where are those boundaries? Also consider what groups of people are found in this community (young people, older people, business owners, specific ethnic groups, residents, or workers). Consider how the members of the community define or describe themselves.
 - For additional help, consult *Charting Success* (from the *Community Works* kit).
 - Write teens' suggestions on the poster next to Questions 1 and 2.
3. To help teens discuss Question 3—"What are some ways you might address those problems?"—have participants look again at Handout 2: *101 Youth-led Ideas*.
 - Give teens time to look over this list. The teen facilitator can ask which ideas appeal to teens the most.
 - As they consider this list, remind teens of the problems they said they wanted to address.
 - Tell teens that they don't have to be limited by Handout 2: *101 Youth-led Ideas*. They can come up with their own ideas, too.
 - Collect these handouts so that you can use them again in Session 10.
 4. Have teens continue to make suggestions for Question 4, with the recorder writing the ideas next to that question.
 - Teens should think about the potential problems, roadblocks, and difficulties (such as safety problems, lack of support from the defined community, community politics, or conflict with another group already working on the issue) that might complicate the projects.
 - It should become clear that some potential difficulties are enough to eliminate an idea, while other difficulties are challenges that can be overcome by the group.
 5. Have the teen facilitator ask for their responses to Question 5 regarding the specific problem they wish to address.
 - Remind teens that it is essential to reach a decision before the end of the session.
 - Have the teen recorder write the group's ideas next to Question 5.
 - Teens can then discuss the pros and cons of their ideas as a whole group.
 - Ask how they want to decide which *specific* problem to address and then help them reach their decision.
 - Circle the teens' choice of a specific problem to address on the poster.
 - Congratulate teens on deciding what problem to work on!

STEP E

TEACHING STRATEGY

■ Journal Writing



10 MINUTES

Reflection

1. Relate the session to teens' lives.
 - Take a few minutes to discuss with teens how they worked as a group.
 - What went well?
 - What could have been strengthened?
 - You may want to ask for volunteers or assign tasks to teens for the next session (facilitator, recorder, and timekeeper). If you do this, arrange to meet with these volunteers before the next session to review the plan for Session 10.
2. Turn learning into action.
 - Ask teens what they feel was the most useful part of the day's discussion.
 - Remind teens that they will be working with their ideas over the next several sessions and that whenever they have ideas about their project they should jot them down for the next session.
 - Review the project ideas that the young people developed during this session. Be sure to keep the flipcharts and additional information for the next session.
3. Distribute the project journal.
 - These journal pages relate to the beginning of the service-learning project. 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 the project journal after Session 10. 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.



HANDOUT 1

Youth Leader Tips for Success

Planning and Decision Making

- Let group members be involved in the project from beginning to end. Make them responsible.
- Share leadership responsibilities with other group members.
- Let group members take charge and be supportive of them doing so.
- Allow group members to participate in final decisions whenever possible. If they have this much input, they will be far more invested in the project.

Communication

- Stay in touch with all participants.
- Encourage group members to share challenges as well as successes.
- When conflict occurs, help group members sit down and talk out the problem.
- Don't take over discussions. Talk with group members, and encourage them to lead some discussions.

Implementation

- After brainstorming and deciding on task assignments, find creative ways to encourage everyone to follow through.
- As the project develops, choose others who will lead by example.
- Be sure to get a good mix of participants involved in the project.
- Have the courage to let fellow group members make mistakes without trying to tell them what to do.

Meetings

- Have an agenda.
- Serve food at the meetings.
- Help plan fun activities as part of the meetings.
- Help group members stay organized and make sure everyone leaves with “to do” lists.

Participants need leaders to

- Listen.
- Model strength, openness, respect, trust, and cooperation.
- Encourage and support these same traits in participants.
- Provide information.
- Respect the intelligence of everyone at all times.
- Value their fears and problems as genuine.
- Provide different options and encourage the creation of new options.
- Try not to force change.
- Prevent trashing among participants and between participants and leaders.
- Recognize that small steps or activities are important and need to be encouraged.
- Acknowledge that people are doing the best they can, given the information they possess.
- Be prepared with resources should they be needed and requested.
- Welcome and celebrate making mistakes and be willing to risk and learn.
- Talk from the heart.
- Provide opportunities for teens to take on leadership roles, positions, and responsibilities.
- Reward accomplishments and success.



HANDOUT 2

101 Youth-led Ideas

1. Cross-age teaching
2. Bookmarks with a message
3. Peer educators
4. Take back the park
5. How to be a good date
6. Puppeteering
7. Conflict managers
8. Teacher Appreciation Day
9. Mentoring
10. Poster contest
11. Read-a-thon
12. Plays
13. Skits
14. Performing arts with a message
15. Health fairs
16. Four-hour food drive
17. Parades
18. Rally
19. Police Appreciation Day
20. Patrol
21. Teen center
22. Walk-a-thon
23. Editorials
24. Mediation program
25. Public service announcements
26. Assist victims of crime
27. Poetry slam
28. Displays at fairs
29. Rap contest
30. Cultural diversity fair
31. Shoplifting prevention education
32. Community negotiation
33. Home survey
34. Student courts
35. Videos
36. Photography
37. Youth Center Pride Day
38. Alternative activities on holidays
39. Conferences
40. Murals
41. Graffiti removal
42. Sports tournament
43. Dances
44. Community talent show
45. Fundraising dinner
46. Testimonial dinner
47. Secret pal
48. Neighborhood cleanup
49. Cable TV show
50. Crime prevention buttons and stickers
51. Hotline
52. Warmline
53. Big Brother and Big Sister

54. Adopt-a-school
55. Community forum
56. Serve on a board
57. Youth council
58. Celebrate diversity
59. Crime Prevention Month
60. National Youth Service Day
61. National Night Out
62. Take Back the Night
63. Victims' Rights Week
64. Candlelight vigil
65. Plant a tree
66. Pen pals for younger children
67. Adopt a grandparent
68. Create a webpage
69. Tutor
70. Seatbelt safety campaign
71. Hate Crimes Awareness Week
72. Accompany a victim to court
73. Friend Appreciation Day
74. Leaflet a neighborhood
75. Run afterschool activities
76. Email campaign
77. Crime prevention table tents
78. Crime prevention tips on the school public address system
79. Neighborhood Watch
80. Invite a neighboring youth group to visit
81. Speak out
82. Create a club
83. Public service announcement video contest
84. Visit court
85. Clothing drive for a rape crisis center
86. Conduct a survey or poll
87. Midnight basketball
88. Teach adults how to work with young people
89. Teach conflict management to younger children
90. Create a comic strip for a newsletter
91. "Thank a Significant Adult in Your Life" campaign
92. "I Can Make a Difference" campaign
93. Little Brother and Little Sister activity night
94. Write a letter to your state legislator or member of Congress
95. Raise money to support a family that was victimized
96. Billboard
97. Citywide Teen Service Day
98. Crime prevention brochures
99. Wallet-sized cards with crime prevention tips and phone numbers
100. Plant a vegetable garden and donate the food to a homeless shelter
101. Celebrate the accomplishments of youth in your community!



DO-IT-YOURSELF POSTER

What Is the Problem or Issue You Want To Address?

1. What are some of the problems in the community?

2. What is your target group?

3. What are some ways you might address those problems?

4. What are the drawbacks or possible difficulties?

5. What specific problem do you want to work toward solving or improving?



PROJECT JOURNAL

PART 1

**Imagine
What You Could Do
for Your Community**

**Become a
Community Works Creator**

NAME _____ DATE _____

Project Ideas

“Thinking is one of the most important weapons in dealing with problems.”

— Nelson Mandela

What is the problem that your group has selected for your *Community Works* service-learning project?

What is your group’s vision for your *Community Works* service-learning project?

What do you think has caused the problem that your group has identified?

My biggest question about our project is

What do you hope to accomplish with your project?

One part of our idea that really interests me is

Three ideas I have for turning our vision into reality are

What activities do you think your group will need to do to address the problem?

What role do you see yourself playing in the project?

Project Notes

"We make a living by what we get, but we make a life by what we give."

—Winston Churchill