

3.2-3.10: Action Activities

Objective

Students will take leadership in creating and implementing a plan to take action on their issue.

Each activity has a recommended number of days to complete. The number of days recommended is the maximum it will take if you follow the curriculum as shown. However, coaches should plan ahead and adapt the lessons to best fit their needs and pace. If your team finishes a lesson ahead of schedule or if your team has a longer practice duration, you may be able to combine the lessons from multiple days into one day. For example, if a team is writing letters and completes day one with 20 minutes remaining, the coach should be prepared to make the most of that time and continue on to the lesson provided for day two (skipping the Do Now and Team Building, but still selecting the most appropriate Exit Ticket). If a team is writing letters on day two and finishes early, the coach should be prepared to begin the lesson for the next action step, such as beginning the Posters lesson (again skipping the Do Now and Team Building, but still selecting the most appropriate Exit Ticket).

Just like all previous lessons, the structure is the same: Do Now, Team Builder, Lesson, then Exit Ticket. These lesson plans are templates; please adapt them to fit your site's needs. If you have limited time, it's OK to skip the Team Builder after the Do Now. Let your students know that you have some really important work to finish today and they should focus on teamwork and being a great teammate throughout the lesson!

Writing Based Action Activities

From the Coaches Guide: What are Writing Based Action Activities?

Writing is a powerful tool for change. In Stage 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.



Your team is not expected to use all of these Writing Based Action Activities in the scope of their 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 Stage 3: Action. They'll give you lessons around which you can build your project.

Most projects include 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!

Page	Writing Based Action Activity	Duration	Service-Learning Project Examples
<i>*Before beginning these writing activities, please complete "Service-Learning Project Overview" from Lesson 3.1 Action Planning in which your team will decide your project goal and steps. Coaches will also create an estimated timeline that includes Writing Based Action Activities listed below.</i>			
71	Letters	2 days	<ul style="list-style-type: none"> Write letters to ask your principal permission to host an event Write invitations or thank you letters to a guest speaker Write a letter to your city/state representative advocating for your issue Write a letter to ask for a supply donation to help with your project
77	Surveys	2 days	<ul style="list-style-type: none"> Survey your community to show why your problem matters (ex. Survey people at your school about how much exercise they get) Survey your community to figure out what change is needed (ex. Survey people in your neighborhood about how they would like the local park improved or about their recycling habits)
84	Posters	2 days	<ul style="list-style-type: none"> Make posters to hold during a march/rally Put posters up at school to educate your community about your issue Use posters to advertise if you are collecting donations
91	News Articles	2 days	<ul style="list-style-type: none"> Publish an article in your school newspaper (or make a special paper just for your project) Write an article to share on your school or SCORES website If you are partnering with an organization, write an article for their newsletter
98	PSA Videos or Skits	2 days	<ul style="list-style-type: none"> Make a PSA video about something you want your school to know (ex. Bullying) Make a PSA video about something affecting your whole city/community (ex. Homelessness) Perform a skit for your school to raise awareness about your issue (ex. A skit about bullying) Perform a skit to entertain people as part of your project (ex. Perform and visit with residents at a local senior center)
109	Petitions	3 days	<ul style="list-style-type: none"> Create a petition asking your school for something (ex. Healthier lunches) Create a petition asking your local government for something (ex. To make a soccer field in the park)
116	Comic Strips	2 days	<ul style="list-style-type: none"> Create a comic to raise awareness about your issue and distribute it in the neighborhood
123	Guest Speakers and Field Trips	2 days	<ul style="list-style-type: none"> Take a trip to visit an organization working on your issue (ex. Tour an animal shelter) Volunteer with an organization that needs help (ex. On a river cleanup project) Invite a speaker who is knowledgeable about your issue
126	Action Day/Event	1 day	<ul style="list-style-type: none"> Host a rally (Ex. To support immigrants in the school community) Plan a family walk (Ex. To raise awareness about healthy eating) Perform a play (Ex. About bullying and raising money to donate to an anti-bullying organization)

Writing-Based Action Activity:

Letters

Day 1 of 2

*Note: The recommended amount of time to complete this activity is two days. However, coaches should plan ahead and adapt the lessons to best fit their needs and pace. If your team finishes a lesson ahead of schedule or if your team has a longer practice duration, you may be able to combine the lessons from multiple days into one day. For example, if a team is writing letters and completes day one with 20 minutes remaining, the coach should be prepared to make the most of that time and continue on to the lesson provided for day two (skipping the Do Now and Team Building, but still selecting the most appropriate Exit Ticket). If a team is writing letters on day two and finishes early, the coach should be prepared to begin the lesson for the next action step, such as beginning the Posters lesson (again skipping the Do Now and Team Building, but still selecting the most appropriate Exit Ticket).

Lesson Objective

Students will learn the basic elements of a letter then develop the skills to write and send their own letters.

Materials

- Journals
- Pencils
- Chart paper or whiteboard and markers
- Lined paper (or use computers/printers if possible)
- Envelopes

Materials

Journals

Pencils

Do Now

⌚ 5 min.

- Students will answer the following prompt in their journals:
- Ten years from now, what changes do you want your future-self to make in your community? How will those changes be made?

Team Building

⌚ 10 min.

Birthday Line-up

- Have the students assemble into groups according to their birthday order **without** using any words. This teambuilder can be difficult and may take a few attempts to achieve. To make the game more challenging, give the students 1 minute to line up the first time, then observe and find the students that are out of place. Give them an additional minute to fix the positioning.



Coaching Tip

As students work, remind them to include information they learned during the research days.

Lesson

⌚ 40-65 min

- Ask: What do you need to include in a letter?
 - Address, date, the person's name, introduction, ask, signature (name and school)
 - Show students the sample letter and have them point to each part
- Discuss how your team will use letter writing as part of your service-learning project. Who are you writing to and what do you want to ask/tell them?
- Brainstorm a list of ideas and words to use in your letters. Keep them up on the board.
- Write drafts of your letters. Depending on your team's needs you may choose to:
 - Write all together on the board
 - Work in small groups
 - Write individual letters
 - Optional: You may make a template for students to follow (see example at end)

Exit Ticket

⌚ 5 min

- Students will answer the following question in their journals:
- What is the most interesting thing that you learned today about letter writing?

Journals

Pencils

Sample Letter to a Public Official

Paul Revere Elementary
555 Tompkins Street
San Francisco, CA 94110

April 10, 2002

The Honorable Mayor Willie Brown
City Hall, Room 200
1 Dr. Carlton B. Goodlett Place
San Francisco, CA 94102

Dear Mayor Brown,

I represent my elementary school as the captain of the SCORES team. This spring, my team is working together on a community issue and we selected graffiti because our school walls are being ruined by troublemakers who write slang and dirty words on them.

Our team wants to ask you for your support in helping us to get the word out to the community and stop graffiti:

1. We invite you to our school clean up day on Tuesday, May 3rd at 2PM, where we will use donated cleaning materials and our whole school will pitch in on this effort to clean the graffiti off of our walls.
2. We would appreciate a chance to come to a city council meeting next month and tell members of our community what we learned about this issue so that they can be inspired to do some of the same things and learn what they can do to stop this problem.

Thank you in advance, we appreciate your time.

Sincerely,

Emerson Alberto Martinez
Paul Revere Elementary School
San Francisco, CA
SCORES Team Captain

Letter Writing Template

School Name
School Address
School City, State, Zip

Date

Recipient Name
Recipient Address
Recipient City, State, Zip

Dear Recipient's Name,

Paragraph 1

Introduce yourselves.
Explain the purpose of the letter.

Paragraph 2

Give a detailed description of the issue.
Explain how your team hopes to make a change.
Ask for their support.

Paragraph 3

Thank the person for reading the letter.

Sincerely,
SCORES Team

Writing-Based Action Activity:

Letters

Day 2 of 2

*Note: This is a continuation of the previous lesson. Coaches should plan ahead and adapt the lessons to best fit their needs and pace. If your team finishes a lesson ahead of schedule or if your team has a longer practice duration, you may be able to combine the lessons from multiple days into one day. For example, if a team is writing letters and completes day one with 20 minutes remaining, the coach should be prepared to make the most of that time and continue on to the lesson provided for day two (skipping the Do Now and Team Building, but still selecting the most appropriate Exit Ticket). If a team is writing letters on day two and finishes early, the coach should be prepared to begin the lesson for the next action step, such as beginning the Posters lesson (again skipping the Do Now and Team Building, but still selecting the most appropriate Exit Ticket).

Lesson Objective

This is a continuation of the previous lesson. This lesson should focus on recapping learning from previous lesson then students will finish writing and preparing their letters to be sent. Students should finish this lesson with the confidence to be able to express themselves through a letter.

Materials

- Journals
- Pencils
- Chart paper or whiteboard and markers
- Lined paper (or use computers/printers if possible)
- Envelopes

Materials

Journals

Pencils

Lined paper (or use
computers/printers if
possible)

Envelopes

Journals

Pencils

Do Now

 **5 min.**

- Students will answer the following prompt in their journals:
- Make a list of 5 people in the world, past or present, that you wish you could write a letter to. Allow students to share their choices and why they chose them.

Team Building

 **10 min.**

Trust Walk

- This activity can be done as pairs, small groups, or one large group.
- The ideal space is enclosed and safe with a start and finish area.
- One student is blindfolded and spun around (not too fast).
- Move the student around a few steps so that they are not in the same position as before. Then have another student come over and act as a guide.
- The guide must get the blindfolded student from the start area to the finish area. The guide can not touch them and only provide verbal cues.
- Once the blindfolded student reaches the finish area, they can rotate and allow another student to go.

Lesson

 **40-65 min**

- Review: What do you need to include in a letter?
 - Address, date, the person's name, introduction, ask, signature (name and school)
- Have students finish their letters from previous lesson. When finished, they should edit their letters as needed and rewrite for neatness. Invite students to decorate their letters too!

Exit Ticket

 **5 min**

- Students will answer the following question in their journals:
- Predict whether or not you will receive a reply to your letter and why.

Writing-Based Action Activity:

Surveys

Day 1 of 2

*Note: The recommended amount of time to complete this activity is two days. However, coaches should plan ahead and adapt the lessons to best fit their needs and pace. If your team finishes a lesson ahead of schedule or if your team has a longer practice duration, you may be able to combine the lessons from multiple days into one day. For example, if a team is writing letters and completes day one with 20 minutes remaining, the coach should be prepared to make the most of that time and continue on to the lesson provided for day two (skipping the Do Now and Team Building, but still selecting the most appropriate Exit Ticket). If a team is writing letters on day two and finishes early, the coach should be prepared to begin the lesson for the next action step, such as beginning the Posters lesson (again skipping the Do Now and Team Building, but still selecting the most appropriate Exit Ticket).

Lesson Objective

Students will learn the purpose of a survey and how they can use a survey to add to their service projects.

Materials

- Journals
- Pencils
- Chart paper or whiteboard and markers
- "Survey Examples" prepared in advance on chart paper or whiteboard

Materials

Journals

Pencils

Do Now

⌚ 10 min.

- Students will answer the following prompt in their journals:
- What is the last survey you took? Who was collecting the survey and why?

Team Building

⌚ 10 min.

Room Survey

- Have students choose a corner of the room to start in, then assign each corner one of the following responses: strongly disagree, disagree, agree, strongly agree.
- Ask students to move around the room based on their opinions regarding statements like the following:
 - Recess is important for students to be healthy.
 - Carrots are my favorite vegetable.
- Explain to students this was an interactive survey that collected information about the class opinions.

Lesson

⌚ 40-65 min.

- Introduce the concept of a survey as a way to gather information on specific topic from multiple people. Explain that after giving a survey, the information should be studied and displayed as a way of adding to their larger group service project. Results could be added to a poster, speech, letter, etc.
- Expand the definition to include 3 types of surveys:
 - Awareness: "Did you know..."
 - Information: "How many..."
 - Opinion: "Do you agree..."
- Take a quick survey of the group modeling one type of survey. (Ex. Do you agree that recess is more fun when it is outside?)
- Display the "Survey Examples" chart showing three types of surveys and the sample questions/statements that go with each. Discuss which type best fits your project and decide as a group which kind of survey to create.

"Survey Examples"
prepared in advance
on chart paper or
whiteboard

Materials

Chart paper or
whiteboard and markers

- Create 2-4 statements or questions for the survey.
 - Decide on appropriate response choices (yes/no; agree/disagree; numbers on a scale)
 - You may choose to divide your team into small groups and have each group write 2 questions. They can choose which to add to the final version.
- As a group, create a draft of your survey on the chart paper or whiteboard or on a computer, if available.
- Lastly, plan the next steps for the surveys:
 - How will the survey be given?
 - Who will be asked to take the survey and when and where will it be given?
 - How will you keep track of answers?
- These steps will be taken during your next lesson.

Exit Ticket

 5 min

Journals

Pencils

- Students will answer the following question in their journals:
- If you could survey any group of people, anywhere in the world, who would you survey?
- What are three questions that you would you ask?

Survey Examples

Based on Physical Activity Service Project

Survey Type	Purpose	Sample Survey Questions	Answer Choices
Opinion	To gather opinions about an issue.	<p>Do you think students at our school should have 2 recesses?</p> <p>Do you believe our school needs a new playground?</p>	Yes/No Agree/Disagree
Information	To gather information to support your issue/project.	<p>How many days a week do you play outside after school?</p> <p>Do you exercise with your family?</p> <p>What do you do at recess?</p>	Multiple choice Yes/No Agree/Disagree
Awareness	To find out if people are aware of an issue.	<p>Have you heard that one out of three kids in America is overweight?</p> <p>Did you know that kids need one hour of physical activity a day?</p>	Yes/No

Writing-Based Action Activity:

Surveys

Day 2 of 2

*Note: This is a continuation of the previous lesson. Coaches should plan ahead and adapt the lessons to best fit their needs and pace. If your team finishes a lesson ahead of schedule or if your team has a longer practice duration, you may be able to combine the lessons from multiple days into one day. For example, if a team is writing letters and completes day one with 20 minutes remaining, the coach should be prepared to make the most of that time and continue on to the lesson provided for day two (skipping the Do Now and Team Building, but still selecting the most appropriate Exit Ticket). If a team is writing letters on day two and finishes early, the coach should be prepared to begin the lesson for the next action step, such as beginning the Posters lesson (again skipping the Do Now and Team Building, but still selecting the most appropriate Exit Ticket).

Lesson Objective

This is a continuation of the previous lesson. Students will finalize then conduct their survey(s).

Materials

- Journals
- Pencils
- Chart paper or whiteboard and markers
- Final versions of surveys for distribution

Materials

Journals

Pencils

Do Now

⌚ 10 min.

- Students will answer the following prompt in their journals:
- Aside from using paper, what are other methods that surveys can be conducted?

Team Building

⌚ 10 min.

Stand Up If...

- Read a series of statements which may be true of various participants.
- Tell students that if the statement is true for them, they should stand, then sit down again before the next statement is read. Statements can be broad and universal or serious and thoughtful. Examples include:
 - "Stand up if you are from DC."
 - "Stand up if you like Manchester City."
 - "Stand up if you have been judged by the color of your skin."
- Explain that this is a form of surveying in which they are collecting information based on the movement of individuals in the group.

Lesson

⌚ 40-65min.

- Review the definition of the 3 types of surveys:
 - Awareness: "Did you know..."
 - Information: "How many..."
 - Opinion: "Do you agree..."
- Review the last steps from the last session:
 - How will the survey be given?
 - Who will be asked to take the survey and when and where will it be given?
 - How will you keep track of answers?
- Students will create final versions of the survey.
- Students will conduct the survey and collect results.

Final versions of surveys
for distribution

Materials

Journals

Pencils

Exit Ticket

 5 min

- Students will answer the following question in their journals:
- (If the survey data hasn't been read/analyzed) What do you think the results of the survey will be?
- (If the survey data has been read/analyzed) What collected results stand out the most to you? Did this data discovery surprise you? How will this information help you complete your service project?

**Coaching
Tip**

THINK AHEAD! Surveys should be a stepping stone to your next planned activity. After surveys have been collected, your team will need to analyze the results. Integrate this step into your next activity. For example, if you are making posters after surveys, analyze then have students present the survey results. They can include their survey results on their posters with the rest of their research.

Writing-Based Action Activity:

Posters

Day 1 of 2

*Note: The recommended amount of time to complete this activity is two days. However, coaches should plan ahead and adapt the lessons to best fit their needs and pace. If your team finishes a lesson ahead of schedule or if your team has a longer practice duration, you may be able to combine the lessons from multiple days into one day. For example, if a team is writing letters and completes day one with 20 minutes remaining, the coach should be prepared to make the most of that time and continue on to the lesson provided for day two (skipping the Do Now and Team Building, but still selecting the most appropriate Exit Ticket). If a team is writing letters on day two and finishes early, the coach should be prepared to begin the lesson for the next action step, such as beginning the Posters lesson (again skipping the Do Now and Team Building, but still selecting the most appropriate Exit Ticket).

Lesson Objective

Students will learn about the purpose of posters as they relate to their project. Students will begin designing their own posters.

Materials

- Journals
- Pencils
- Chart paper or whiteboard and markers
- (From previous lesson) Student research from "Research Scavenger Hunt" handout from previous lessons "Research Day 1 - What's the Problem?" and "Research Day 2 - Who is Helping?"
- (Presented to group): Printed "Poster Samples"

Materials

Journals

Pencils

Do Now

⌚ 5 min.

- Students will answer the following prompt in their journals:
- Draw images that represent your project topic. For example: "Cleaning the Community" - Images may include trash bags, gloves, cans, rakes, etc.

Team Building

⌚ 10 min.

Body Parts

- Have the group walking around the space and then call out a number and a body part, for example 5 elbows.
- Students will then get into groups of 5 and touch elbows.
- Repeat using different numbers and body parts.
- Make your final number the number of students you want in groups for the day or next activity.

Lesson

⌚ 40-65 min.

Gallery Walk

(Presented to group):
Printed "Poster Samples"

- Post sample posters (below) around the room.
- Ask students to walk around the room and silently view each poster to themselves.
- After a few minutes, ask students to stand next to the poster they like best or that resonates with them the most.
- Give the groups a few minutes to talk about the poster they chose amongst their group, then ask for a few volunteers to share the quote aloud and explain why they chose it.
- Then discuss:
 - Are the words clear?
 - Can you understand the message?
 - Is the visual clear?
 - What kind of information is included in the poster?

Materials

Chart paper or
whiteboard and markers

(From previous lesson)
Student research from
"Research Scavenger
Hunt" handout from
previous lessons
"Research Day 1 - What's
the Problem?" and
"Research Day 2 - Who is
Helping?"

Journals

Pencils

Poster Planning:

- 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?
- 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.
 - Revisit the student research from "Research Scavenger Hunt" handout from previous lessons "Research Day 1: What's the Problem?" and "Research Day 2: Who is Helping?"
 - 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**

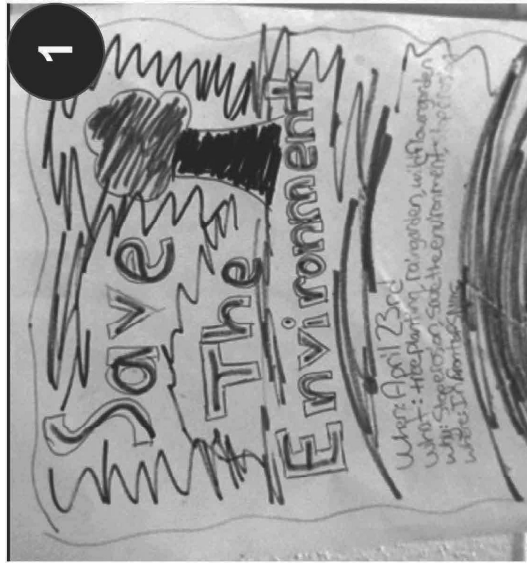
It's also a good idea to look over the draft posters yourself before having students create the final posters.

Exit Ticket

5 min

- Students will answer the following question in their journals:
- What did you enjoy the most when creating your poster?

Poster Examples



Writing-Based Action Activity:

Posters

Day 2 of 2

*Note: This is a continuation of the previous lesson. Coaches should plan ahead and adapt the lessons to best fit their needs and pace. If your team finishes a lesson ahead of schedule or if your team has a longer practice duration, you may be able to combine the lessons from multiple days into one day. For example, if a team is writing letters and completes day one with 20 minutes remaining, the coach should be prepared to make the most of that time and continue on to the lesson provided for day two (skipping the Do Now and Team Building, but still selecting the most appropriate Exit Ticket). If a team is writing letters on day two and finishes early, the coach should be prepared to begin the lesson for the next action step, such as beginning the Posters lesson (again skipping the Do Now and Team Building, but still selecting the most appropriate Exit Ticket).

Lesson Objective

This is a continuation of the previous lesson. Students will complete their posters.

Materials

- Journals
- Pencils
- Chart paper or whiteboard and markers
- Poster drafts from previous lesson
- Posterboards (as many as needed)
- Markers
- Tape or other material to hang posters

Materials

Journals

Pencils

Do Now

⌚ 10 min.

- Students will answer the following prompt in their journals:
- Think about a poster that you have seen somewhere recently that you learned something from. Why did it stick out to you? Who made it? Why did they make it?

Team Building

⌚ 10 min.

We're Going On A Trip

- Have the group sit in a circle.
- In this game, pretend the team is planning a trip (How about a soccer game in Hawaii with SCORES!?).
- The objective of the game is to go around the circle naming items the group should bring on their trip. However, the items must be selected according to the alphabet. The student who goes first must name something the group should bring that starts with the letter A. The next student names something that starts with the letter B, and so on.
 - For example, the first person will start by saying, "We're going on a trip, and I will bring Apples!" The next person could say, "We're going on a trip, and I will bring Basketballs!"
- Make it a group goal to see how many fitness/nutrition items they can think of! The game stops when you get through the alphabet.

Lesson

⌚ 40-65 min.

Poster drafts from previous lesson

Posterboards (as many as needed)

Markers

Tape or other material to hang posters

- From the previous lesson, revisit the Who, What, When, Where, and Why of your posters.
 - 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?
- Based on the answers to the questions above, distribute as many poster boards as needed to students for them to create their final versions of their posters. Leave plenty of time for students to decorate posters.

Materials

- Lastly, spend the remaining time putting posters up according to the team's plan.

Journals

Exit Ticket

 5 min

Pencils

- Students will answer the following question in their journals:
- What message do you want people to take away from your poster?

Writing-Based Action Activity:

News Articles

Day 1 of 2

*Note: The recommended amount of time to complete this activity is two days. However, coaches should plan ahead and adapt the lessons to best fit their needs and pace. If your team finishes a lesson ahead of schedule or if your team has a longer practice duration, you may be able to combine the lessons from multiple days into one day. For example, if a team is writing letters and completes day one with 20 minutes remaining, the coach should be prepared to make the most of that time and continue on to the lesson provided for day two (skipping the Do Now and Team Building, but still selecting the most appropriate Exit Ticket). If a team is writing letters on day two and finishes early, the coach should be prepared to begin the lesson for the next action step, such as beginning the Posters lesson (again skipping the Do Now and Team Building, but still selecting the most appropriate Exit Ticket).

Lesson Objective

Students will learn the basic elements of a news article then begin the initial steps of writing their own news article for their project.

Materials

- Journals
- Pencils
- Chart paper or whiteboard and markers
- Recent newspaper(s)
- Present to group: "Sample Newspaper Article"

Materials

Journals

Pencils

Chart paper or
whiteboard and markers

Recent newspaper(s)

Present to group: "Sample
Newspaper Article"

Do Now

⌚ 10 min.

- Students will answer the following prompt in their journals:
- Write down 3-5 sentences about a recent news story you read or heard about. What made that story stand out to you?

Team Building

⌚ 10 min.

The Wind Blows

- Set up chairs in a circle. Have one fewer chairs than the number of participants.
- Stand in the middle while the students sit in the chairs. Say, "The wind blows for you if..." and then say something that is true about yourself. For example: "The wind blows for you if... you have a sister!"
- If the statement is true for anyone sitting, they must leave their seat and find another seat in the circle. The person in the middle must also find a seat.
- Students may NOT stand up and sit back down in the same seat. They must move AT LEAST two seats away from where they were sitting.
- The person left without a seat stands in the middle and makes a new, "The wind blows for you if..." statement that is true about themselves.
- Encourage students to make statements that describe what they like to do, who they are, where they live or are from, and how they feel, as opposed to just what they like or what they're wearing.

Lesson

⌚ 40-65 min.

Recent newspaper(s)

- Pass around a recent copy of a newspaper and look at the articles. What do people write about? How long are the articles? Are there pictures?
- Ask students how they think writing a news article could help their project.
- Ask students to decide who their target audience is. Remind them that they need to write their article in a way that is appropriate for their audience.

Materials

Present to group: "Sample
Newspaper Article"

Chart paper or
whiteboard and markers

- Share the "Sample Newspaper Article" with your team. Have students read paragraphs from the article aloud. Then ask your students to define the who, what, when, where, and why presented in the article.
- Working together as a class, make a simple outline for the article. It might look like this:
 - Introduction: Explain who we are and what we are trying to do with our project.
 - Our Topic: Write about what we have learned about our issue.
 - What Do We Want to Change?: Explain what steps we are taking in our project and why. Explain the timeline.
 - Conclusion: Restate the goal of the project and explain how other people can get involved.
- Break the class into small groups. Have each group write one section of the article, of at least three sentences. If you have advanced students, you can also have each group write their own article.

Exit Ticket

 5 min

Journals

Pencils

- Students will answer the following question in their journals:
- What are some news outlets that you know of? What type of news do you find most interesting?

Sample Newspaper Article

Penn Elementary America SCORES Kids Fight for School Safety

Chicago, IL. This past month, the America SCORES boys' and girls teams at Penn Elementary School began a School Safety Campaign. The teams were determined to make their school grounds safe again. They interviewed school crossing guards, police officers, and corner patrols and defined the meaning of safety. They took pictures of their community and decided what good safety versus bad safety was. The team also observed their school environment to see if there were unusual people hanging around during school hours and conducted surveys throughout their school and the community.

Other organizations had related safety projects; however their ideas were different from those of the Penn School's Safety Campaign. The results from the surveys showed that the teams' plan was a winner with the community. EVERYONE was concerned about school safety. The teams created safety brochures and pamphlets and handed them out after school. The brochures included safety tips for walking across the street without a crossing guard and important numbers that should be memorized.

This School Safety Campaign was such a success that the principal guaranteed the teams a party for their efforts to save their community. "I am proud of my students. They have shown me that they care about their school community. I will make sure that they do not have to be concerned about their safety from here on out," Ms. Delaware said.

Writing-Based Action Activity:

News Articles

Day 2 of 2

*Note: This is a continuation of the previous lesson. Coaches should plan ahead and adapt the lessons to best fit their needs and pace. If your team finishes a lesson ahead of schedule or if your team has a longer practice duration, you may be able to combine the lessons from multiple days into one day. For example, if a team is writing letters and completes day one with 20 minutes remaining, the coach should be prepared to make the most of that time and continue on to the lesson provided for day two (skipping the Do Now and Team Building, but still selecting the most appropriate Exit Ticket). If a team is writing letters on day two and finishes early, the coach should be prepared to begin the lesson for the next action step, such as beginning the Posters lesson (again skipping the Do Now and Team Building, but still selecting the most appropriate Exit Ticket).

Lesson Objective

This is a continuation of the previous lesson. Students will complete their news articles.

Materials

- Journals
- Pencils
- Chart paper or whiteboard and markers
- (If available) Computers for typing final draft of news article(s)
- Paper & printer for printing news articles

Materials

Journals

Pencils

Do Now

⌚ 10 min.

- Students will answer the following prompt in their journals:
- What's the purpose of news articles? Why is it important to make sure that facts are true before they are included in news articles?

Team Building

⌚ 10 min.

Ha! Ha! Ha!

- The object of the game is to keep from laughing.
- The players stand in a circle.
- The first player says, "Ha!" The next one says, "Ha-ha!" The third continues, "Ha-ha-ha!" etc.
- If someone speaks the wrong number of "ha's" or laughs, he or she is out of the game, and the counting re-starts.
- Players who are out can sit in the middle of the circle and silently try to make others laugh by making funny faces.
- The player who laughs the last is the winner.

Lesson

⌚ 40-65 min.

(If available) Computers
for typing final draft of
news article(s)

Paper & printer for printing
news articles

- Have students get into the same groups as the end of the last lesson. Have one member from each group read their paragraph (or article) aloud.
- After all groups have presented, the groups should make any necessary edits to their writing. If computers are available, have the students type up all of the paragraphs (or articles) to create a final draft of your news article.
- Distribute your news article(s)!
 - As a group, create a list of all publications that might publish your article(s). Mail them to all available publications.
 - If you have multiple articles, consider combining each group's article into a class newspaper that you print and then distribute throughout the school.

Materials

Journals

Pencils

Exit Ticket

⌚ 5 min

- Students will answer the following question in their journals:
- How would you feel if your article was featured on the front page of your local newspaper?

Writing-Based Action Activity:

PSA Videos

Day 1 of 3

*Note: The recommended amount of time to complete this activity is three days. However, coaches should plan ahead and adapt the lessons to best fit their needs and pace. If your team finishes a lesson ahead of schedule or if your team has a longer practice duration, you may be able to combine the lessons from multiple days into one day. For example, if a team is writing letters and completes day one with 20 minutes remaining, the coach should be prepared to make the most of that time and continue on to the lesson provided for day two (skipping the Do Now and Team Building, but still selecting the most appropriate Exit Ticket). If a team is writing letters on day two and finishes early, the coach should be prepared to begin the lesson for the next action step, such as beginning the Posters lesson (again skipping the Do Now and Team Building, but still selecting the most appropriate Exit Ticket).

THIS LESSON CAN EASILY BE ADAPTED TO BE A SKIT, INSTEAD OF A FILMED VIDEO.

Lesson Objective

Students will learn what a PSA is, what a PSA is used for, and begin planning their own PSA.

Materials

- Journals
- Pencils
- Chart paper or whiteboard and markers
- Markers/ crayons / colored pencils, and highlighters
- Student research from "Research Scavenger Hunt" handout from previous lessons "Research Day 1: What's the Problem?" and "Research Day 2: Who is Helping?"
- Handout (one per student): "PSA Storyboard"
- A recording device, such as a camera or phone

Materials

Journals

Pencils

Do Now

⌚ 5 min

- Students will answer the following question in their journals:
- What is your favorite movie? What scene did you enjoy the most and why?

Team Building

⌚ 10 min

Show Us How You Shake It!

- Have students stand in a circle and create a simple rhythm with claps or snaps. Then, starting with the coach, say to the beat:
 - Group: Hey (Student's Name)!
 - Student: Yeah?
 - Group: Show us how you shake it!
 - Student: Okay! I shake it like...
 - The student should then do a dance or gesture that lasts for 4 beats.
 - Group: (Student's Name) shakes it like...
 - The students then repeat the dance move.
 - Student: Hey (New Student's Name)!...
 - The game repeats until everyone has had a turn.

Lesson

⌚ 40-65 min

- Play some example PSAs from the Ad Council (<https://www.psacentral.org/>).
 - Ask students what the videos had in common and how they differed.
 - After the discussion, ask your group if anyone knows what those types of videos are called.
- Explain that the videos they watched are called Public Service Announcements or PSAs. PSAs are videos created to raise awareness and change public attitudes and behavior toward a social issue. Explain that effective PSAs often have a powerful message that sticks with the viewer. Ask the students to identify the message behind each PSA and what behavior or habit the videos were seeking to change.

Materials

Handout (one per student): "PSA Storyboard"

Markers/ crayons / colored pencils, and highlighters

Student research from "Research Scavenger Hunt" handout from previous lessons "Research Day 1: What's the Problem?" and "Research Day 2: Who is Helping?"

- Discuss with your team:
 - How will a PSA video help your issue?
 - Subject: What idea are you presenting in your public service announcement? Why is this topic important?
 - Purpose: What do you want your audience to do after viewing the PSA?
 - Audience: Who are the people targeted by your PSA? Why should the message matter to them?
- Tell students that they will now plan out a PSA for their topic, incorporating their research.
 - Explain that a PSA has three parts: a beginning, middle, and ending.
 - **Beginning:** Grab the audience's attention in a clever way—a startling image or statistic, an interesting anecdote, etc.. Provide a catchy title or memorable slogan.
 - **Middle:** Appeal to the needs of your audience.
 - **Ending:** Call the viewers to action.
- Review the information collected from students' research.
 - Ask the students to go over the research and highlight the facts they think are the most important. These should be facts about their project they would want people to know. Then write them all on the board.
 - Work together to organize the facts on the board.
 - Which ones should be at the beginning, middle, and end?
- Then, have students create "storyboards" in groups.
- Explain that storyboards will help students craft what they want to do for when they begin acting out the script.
 - In each box they should draw one scene showing the characters and describing what is happening.
 - The storyboard should also include the dialogue for each of the storyboard boxes. Explain that to write dialogue, each line begins with the name of the character that is speaking. Encourage students to refer back to their brainstorm list for ideas about what each of the characters might say. If you find that students are struggling with creating dialogue, you can use movie references and point out the way that the characters spoke to one another.
- Group students into three groups and assign them to the beginning, middle, and ending of the video for their storyboard.
- Groups will finish the storyboard for their part of the PSA. Then the groups will share their work, and the team will give constructive feedback. After each group shares, keep the storyboards and explain that the next session will be used for filming!
- Brainstorm what students want the video to look like before the next session. This would be a good time to use the Action Planner.
- Ask students if they'd like to wear any special clothes or make props for the video that are school appropriate. Remind them to bring any extra materials for the next writing session.

Materials

Journals

Pencils

Exit Ticket

⌚ 5 min

- Students will answer the following question in their journals:
- How do you want your team's PSA message to impact the target audience?

PSA Storyboard

Beginning (draw scene)	Middle (draw scene)	End (draw scene)
Scene Description:	Scene Description:	Scene Description:
Dialogue:	Dialogue:	Dialogue:

Writing-Based Action Activity:

PSA Videos

Day 2 of 3

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Lesson Objective

This is a continuation of the previous lesson. Students will take next steps in creating their PSA.

Materials

- Journals
- Pencils
- Chart paper or whiteboard and markers
- Markers/ crayons / colored pencils, and highlighters
- Student research from "Research Scavenger Hunt" handout from previous lessons "Research Day 1: What's the Problem?" and "Research Day 2: Who is Helping?"
- From previous lesson: "PSA Storyboard"
- A recording device, such as a camera or phone

Materials

Journals

Pencils

Do Now

⌚ 5 min

- Students will answer the following question in their journals:
- What would a day in your life be like if you were a movie star? What would you do? What would you buy?

Team Building

⌚ 10 min

The Name Game

- Sit in a circle.
- Have each student take a turn introducing themselves by saying their name and an animal whose name starts with the same letter or sound as their name.
 - For example, "Hi my name is _____, and my favorite animal is a _____!"
- Use your own name as an example, e.g., "Hi my name is Ben, and my favorite animal is a Bumblebee!"
- Once the student has completed the entire sentence aloud, have the entire group act out the sounds and movements of this animal.
- Encourage students to safely use the entire space and to move freely and interact with one another as the chosen animal. Say freeze when you want them to stop moving, and have them hold their animal pose for a couple of seconds before returning to their original position in the seated circle.

Lesson

⌚ 40-65 min

Filming Prep

From previous lesson: "PSA Storyboard"

A recording device, such as a camera or phone

- If your PSA has a lot of lines to be memorized, you should consider beginning this lesson by having students write out cue cards for the portion they wrote.
- Review the storyboards and get set up for filming. Ask the team if there are any specific locations they'd like to film in (that are on school grounds) and make sure you keep an eye on the time to get all locations in.
- Explain that each group will have specific jobs when the others are filming, and that it's important to stay quiet so no background noise interferes with the video.

Materials

- Have all three groups interchange job duties: holding cue cards, reviewing video, and filming/acting. Assign students to say:
 - "Quiet on set!"
 - "Action!"
 - "Cut!"
- If you have time, rehearse your PSA with your actors and the recording crew without filming first, then begin filming once you are comfortable.

Filming

- Film until you and the students are happy with the scenes!

**Coaching
Tip**

It may take 1-2 full practices to get all the video footage needed (sometimes, giggles happen or lines are missed. That's okay!). There are lots of great apps for video editing that are free and available online or for phones. Video editing will take some time on your end, but your students will love the final product.

Exit Ticket

🕒 5 min

Journals

- Students will answer the following question in their journals:

Pencils

- How would you feel if your team's PSA video was aired on local television networks?

Writing-Based Action Activity:

PSA Videos

Day 3 of 3

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Lesson Objective

This is a continuation of the previous lesson. Students will take next steps in creating their PSA.

Materials

- Journals
- Pencils
- Chart paper or whiteboard and markers
- Markers/ crayons / colored pencils, and highlighters
- Student research from "Research Scavenger Hunt" handout from previous lessons "Research Day 1: What's the Problem?" and "Research Day 2: Who is Helping?"
- A recording device, such as a camera or phone

Materials

Journals

Pencils

Do Now

 5 min

- Students will answer the following question in their journals:
- If you could go back in time and change any event in the world, what would it be? Why?

Team Building

 10 min

Beat The High-Five

- This is easiest to explain when the coach stands in the center to demonstrate.
- Have all students extends their arms towards the center of the circle as if they were going to give a high five.
- One student on the outside of the circle begins by saying another student's name ("Joe") who is part of the circle.
- The student in the center ("Rita") finds Joe and tries to give him a high five BEFORE he says another student's name.
- If she gets him before he says another student's name, Joe and Rita switch places and a new round starts.
- If Joe calls out another student's name before Rita gives a high five, she then has to find and high five this new student in order to get out of the center.
- Other errors that will land someone in the center:
 - Flinching—this is very common!
 - Naming a student who is not in the group.
 - Calling out the student's name who is already in the center.
- Finally, the student who just got out of the center starts the next round by calling out a name.
- Play continues for several rounds.

Materials

From previous lesson: "PSA
Storyboard"

A recording device, such
as a camera or phone

Journals

Pencils

Lesson

 **40-65 min**

- Continue editing, if needed.
- Present your PSA.
 - Share the video with classmates and post it online to a classroom blog or social media site.

Exit Ticket

 **5 min**

- Students will answer the following question in their journals:
- What did you find most interesting about PSA videos?

Writing-Based Action Activity:

Petitions

Day 1 of 2

*Note: The recommended amount of time to complete this activity is two days. However, coaches should plan ahead and adapt the lessons to best fit their needs and pace. If your team finishes a lesson ahead of schedule or if your team has a longer practice duration, you may be able to combine the lessons from multiple days into one day. For example, if a team is writing letters and completes day one with 20 minutes remaining, the coach should be prepared to make the most of that time and continue on to the lesson provided for day two (skipping the Do Now and Team Building, but still selecting the most appropriate Exit Ticket). If a team is writing letters on day two and finishes early, the coach should be prepared to begin the lesson for the next action step, such as beginning the Posters lesson (again skipping the Do Now and Team Building, but still selecting the most appropriate Exit Ticket).

Lesson Objective

Students will learn the purpose of a petition and apply that knowledge to their project.

Materials

- Journals
- Pencils
- Chart paper or whiteboard and markers
- Present to Group: "Example Petition"

Materials

Journals

Pencils

Do Now

⌚ 5 min

- Students will answer the following question in their journals:
- What issue would you like to change at your school? What do you see as a solution to the issue?

Team Building

⌚ 10 min

Applause, Please

- Form small groups of 4-5 students or stay as one large group .
- One student from each group (the finder) steps out of the classroom.
- The rest of the group picks an object (for instance, the pencil sharpener) in the classroom for the finder to find.
- When the finder comes back in, they begin walking around the classroom in search of the object.
- The others cannot say anything, but they can give hints by using applause to lead the finder in the right direction.
- If the finder is far away from the object, the group will clap slowly and softly.
- When the finder gets close, the group will applaud faster and more loudly until the finder picks the correct object.

Lesson

⌚ 40-65 min

- Define petition to the group. **“A petition is a letter to an authority making a request or calling for action.”** When people sign your petition it shows that they support your idea. If many people come together and show that they want something, they might be able to make it happen!
- Explain that if the group would like to start a petition, they need to think about these three important questions:
 - Who are we petitioning? (sending this to)
 - What are we asking for?
 - Who do we want to sign our petition?

Materials

Chart paper or
whiteboard and markers

Present to Group:
"Example Petition"

- Make sure the group understands that they need to ask the appropriate person/group to do something that they are actually capable of doing.
- As a group, read the "Example Petition" aloud. Ask the group to answer the following questions:
 - Who were they petitioning? (sending the petition to)
 - What were they asking for?
 - Who do they want to sign their petition?
- Next, as a group, work together to write your own petition. Be sure to include the following:
 - Introduce SCORES and the issue you are writing about
 - Include statistics and information from your research
 - Be clear about what change you want to see
 - Leave space for signatures
- As a group, decide how you will collect signatures. Will you go out together as a team or will students each get their own copy of the petition? Finalize details like number of copies to make and how it will be circulated.

**Coaching Tip**

Your group decision on how to collect signatures will guide your planning for the next session! You will need to print as many copies of the petition as agreed on before your next session.

Exit Ticket

5 min

Journals

Pencils

- Students will answer the following question in their journals:
- How can you use petitions to raise awareness about an issue in your community?

Sample Petition

We, the students of Jackson Middle School, believe that our school needs more athletic equipment for the Physical Education Department. We believe that getting this equipment is important because:

- Students need to be active in order to maintain healthy lifestyles.
- Physical activity allows students to release the energy and stress that build up during the school day.
- Better equipment will help our athletic teams to improve as we compete against other schools.

In signing, we show our support for this petition and ask the Principal and Administration of Jackson Middle School to provide more athletic equipment for the students and teachers.

Name	Grade	Signature

Writing-Based Action Activity:

Petitions

Day 2 of 2

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Lesson Objective

This is a continuation of the previous lesson. Students will finalize then collect signatures on their petition(s).

Materials

- Journals
- Pencils
- Chart paper or whiteboard and markers
- Index cards
- Petitions from previous lesson

Materials

Journals

Pencils

Index Cards

Petitions from previous
lesson

Do Now

 **5 min**

- Students will answer the following question in their journals:
- What is another issue a petition would be helpful for? Why does this issue matter and what action would the petition call for?

Team Building

 **10 min**

The Big Questions

- Distribute index cards and ask students to write a question that they might ask someone to get to know them better.
- Have students get up and interact in pairs, greeting one another and asking/answering the questions
- Participants then trade cards and go greet someone new, asking the new partner the question.
- Play continues for several exchanges.

Lesson

 **40-65 min**

- As a group, read aloud your petition you created last session. Ask your group the following review questions:
 - Who are we petitioning? (sending this to)
 - What are we asking for?
 - Who do we want to sign our petition?
- Distribute the number of petitions amongst your students that you agreed on in the previous session.
- Next, divide students into pairs and have each one practice asking someone to sign their petition. Be sure that each student explains who they are and why they need their help!
- Now the students are ready to go collect signatures! Spend the remaining time collecting signatures.
- If time allows, mail or deliver your signed petitions to the identified organization or individual and wait to hear back!

Materials

Journals

Pencils

Exit Ticket

⌚ 5 min

- Students will answer the following question in their journals:
- Why do you think the petition might or might not be successful now that it has been delivered?

Writing-Based Action Activity:

Comic Strips

Day 1 of 2

*Note: The recommended amount of time to complete this activity is two days. However, coaches should plan ahead and adapt the lessons to best fit their needs and pace. If your team finishes a lesson ahead of schedule or if your team has a longer practice duration, you may be able to combine the lessons from multiple days into one day. For example, if a team is writing letters and completes day one with 20 minutes remaining, the coach should be prepared to make the most of that time and continue on to the lesson provided for day two (skipping the Do Now and Team Building, but still selecting the most appropriate Exit Ticket). If a team is writing letters on day two and finishes early, the coach should be prepared to begin the lesson for the next action step, such as beginning the Posters lesson (again skipping the Do Now and Team Building, but still selecting the most appropriate Exit Ticket).

Lesson Objective

Students will develop comic strips to depict story-related or self-created events, convey a message, or express interesting information.

Materials

- Journals
- Pencils
- Chart paper or whiteboard and markers
- Handout (one per student): "Service-Learning Comic Strip"
- Blank sheets of paper

Materials

Journals

Pencils

Do Now

⌚ 5 min

- Students will answer the following question in their journals:
- If you could be a comic book character and could have a special power, what would it be? How would you use it to change the world?

Team Building

⌚ 10 min

Two Truths and a Lie

- In this game, each student gets a chance to state two truths about themselves and one lie to the rest of the group.
- The truths may be as fun and creative as you would like, or as simple as you may choose.
- The lie must not be so far-fetched that it is completely unbelievable (i.e., "I swam the English Channel with my arms tied behind my back and a shark chasing me.").
- Everyone should discuss which they believe are the truths and which is the lie.
- After they come to a united decision, the speaker will reveal if they are correct or not.

Lesson

⌚ 40-65 min

Introduce Comics

- Explain: **Comic strips are a way of visually expressing messages or providing brief glances of events or stories.**
- Discuss with your team:
 - How will a comic strip help your issue?
 - Subject: What idea are you presenting in your comic strip? Why is this topic important?
 - Purpose: What do you want your audience to do after viewing the comic strip?
 - Audience: Who are the people targeted by your comic strip? Why should the message matter to them?

Materials

Chart paper or
whiteboard and markers

Handout (one per
student): "Service-
Learning Comic Strip"

Blank sheets of paper

Create your Comic Strips

- Explain that a story has parts: a beginning, middle and ending. Their comic story will have five parts.
 - Beginning
 - A scene to advance the story
 - Middle
 - A scene to advance the story
 - Ending
- Comic Strip Storyboard
 - As a group, complete the storyboard included on the "Service-Learning Comic Strip".
 - Think of a creative name for your comic strip!
 - Have student groups discuss how their story begins and ends.
 - Then, have them add a middle.
 - Finally, let them create the two advancing scenes that will complete their comic.
- Drawing
 - Split up your students into five groups.
 - Each group will be assigned one of the five frames of the comic book to draw.
 - Provide each group with a blank sheet of paper to draw their frame on.
 - Words and drawings must flow from one scene to another, so it is important that they discuss what is going on.
 - Is it plausible?
 - Can you see this really occurring?
 - Is this how people in our school actually speak?
- Collect the frames for the next lesson.

Exit Ticket

 **5 min**

Journals

Pencils

- Students will answer the following question in their journals:
- How can comics and drawings be helpful when trying to tell a story?

Service-Learning Comic Strip

Title & Author	Beginning	(A scene to advance the story)
Middle	(A scene to advance the story)	Ending

Writing-Based Action Activity:

Comic Strips

Day 2 of 2

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Lesson Objective

This is a continuation of the previous lesson. Students will present their frames for their group comic strip.

Materials

- Journals
- Pencils
- Chart paper or whiteboard and markers
- Handout (one per student): "Service-Learning Comic Strip"
- (from previous lesson) Comic Strip Frames

Materials

Journals

Pencils

Do Now

⌚ 5 min

- Students will answer the following prompt in their journals:
- Draw a comic strip of what your day looked like. Include all five parts of a comic:
 - Beginning
 - A scene to advance the story
 - Middle
 - A scene to advance the story
 - Ending

Team Building

⌚ 10 min

Animal Matching

- Write 5 animal names, each on their own index card: monkey, dog, bird, snake, elephant (can include more if you have a big group).
- Ensure you have several cards per animal.
- Secretly show each student one of the cards and tell them to remember their animal.
- Without any talking, students should walk around the room acting like their animal until they find their group.

Lesson

⌚ 40-65 min

Introduce Comics

- If necessary, have students complete their comic strips from previous session.
- Presenting
 - Students present their frames they made from the previous lesson. They will then "publish" them by hanging them in the classroom or hallway adjacent to their classroom.
- If you have additional time, have students create individual comic strips about upcoming Action Activities or anything related to their issue.

(from previous lesson)
Comic Strip Frames

Materials

Journals

Pencils

Exit Ticket

⌚ 5 min

- Students will answer the following question in their journals:
- What was your favorite part throughout the comic strip process?

Writing-Based Action Activity: Guest Speakers & Field Trips

Day 1 of 2

*Note: The recommended amount of time to complete this activity is two days. However, coaches should plan ahead and adapt the lessons to best fit their needs and pace. If your team finishes a lesson ahead of schedule or if your team has a longer practice duration, you may be able to combine the lessons from multiple days into one day. For example, if a team is writing letters and completes day one with 20 minutes remaining, the coach should be prepared to make the most of that time and continue on to the lesson provided for day two (skipping the Do Now and Team Building, but still selecting the most appropriate Exit Ticket). If a team is writing letters on day two and finishes early, the coach should be prepared to begin the lesson for the next action step, such as beginning the Posters lesson (again skipping the Do Now and Team Building, but still selecting the most appropriate Exit Ticket).

Lesson Objective

The students will prepare for a guest speaker or field trip related to their issue.

Materials

- Journals
- Pencils
- Chart paper or whiteboard and markers
- Notecards

Materials

Journals

Pencils

Do Now

⌚ 5 min

- Students will answer the following question in their journals:
- If you could have dinner with any 2 people in this world, who would it be and why?

Team Building

⌚ 10 min

Energy Ball

- Have students stand in a circle facing inwards.
- Pretend that you have a large basketball-sized ball of energy in your hands and tell everyone. You may want to jump around or otherwise demonstrate the power of the ball.
- After explaining what's happening, pass the ball to a student, who then represents the energy in any way they like before passing to another student.
- Play continues until everyone has had at least one chance to handle the energy ball.
- Example: Sam starts with the energy ball and it looks they are holding something that weighs very little. When they lob it, Sandy catches it as if it weighs a ton. Sandy tosses it over to Julie, who starts to bounce it against the palm of her hand like it's connected to a rubber band.

Lesson

⌚ 40-65 min

- Discuss with the group the event that will be occurring at the next session.
 - Explain how that event is relevant to the group's desired outcome of their service project.
 - Are they hoping to learn, to observe, or to experience something that will help them?
 - How can we get the most out of this experience?
 - Who should be invited? Is this just for our team or do we want to teach others about the issue by including them?

Materials

Notecards

- Before a speaker comes:
 - Give a brief explanation of the guest speaker and what she/he will be speaking about.
 - Why is that person going to be helpful to the project?
 - What can we learn or use by listening to this person?
 - Have the group discuss this and use the ideas to generate some questions they might want to ask the speaker.
 - Allow time for small groups to brainstorm more questions and write them on notecards.
 - Collect the cards to be used when the speaker is there. You may want to read through them to check for duplicates and appropriateness.
- Before taking a field trip:
 - Explain where the group will be going and any other important information about the trip.
 - Discuss the purpose for the trip as it relates to the service project.
 - What should the group be looking for, hoping to learn, or collecting from the experience?
 - Use this time to prepare materials, questions, or anything else relevant to the specific site you are visiting.
 - Set guidelines for behavior and what the group is responsible for knowing by the end of the experience.

Journals

Pencils

Exit Ticket

⌚ 5 min

- Students will answer the following question in their journals:
- Why is it important to get an expert's opinion on an issue?

Writing-Based Action Activity: Guest Speakers & Field Trips

Day 2 of 2

*Note: This is a continuation of the previous lesson. Coaches should plan ahead and adapt the lessons to best fit their needs and pace. If your team finishes a lesson ahead of schedule or if your team has a longer practice duration, you may be able to combine the lessons from multiple days into one day. For example, if a team is writing letters and completes day one with 20 minutes remaining, the coach should be prepared to make the most of that time and continue on to the lesson provided for day two (skipping the Do Now and Team Building, but still selecting the most appropriate Exit Ticket). If a team is writing letters on day two and finishes early, the coach should be prepared to begin the lesson for the next action step, such as beginning the Posters lesson (again skipping the Do Now and Team Building, but still selecting the most appropriate Exit Ticket).

Lesson Objective

Be prepared! What do we wish to learn from the speaker? Know before you go on a field trip.

Materials

- Journals
- Pencils
- Chart paper or whiteboard and markers
- (From previous lesson) Notecards with student questions

Materials

Journals

Pencils

Do Now

 5 min

- Students will answer the following question in their journals:
- If someone were to invite you to be a public speaker at their school because you were an expert on a topic, what would that topic be? What would you talk about?

Team Building

 10 min

First Experiences

- Ask students to partner up with another person in the room.
- Ask them to share their “first experience” of anything.
 - Examples: First movie remembered, first day of school, first book they ever read, etc.
- Change partners and repeat exercise for several rounds.

Lesson

 40-65 min

Day 2:

- Take your trip or have your speaker visit.
- If time allows, write and send thank you notes.

(From previous lesson)
Notecards with student
questions

Exit Ticket

 5 min

Journals

Pencils

- Students will answer the following question in their journals:
- What was the most exciting thing you learned from the guest speaker/field trip?

Writing-Based Action Activity: Action/Event Day

Day 1 of 2

*Note: The recommended amount of time to complete this activity is two days. However, coaches should plan ahead and adapt the lessons to best fit their needs and pace. If your team finishes a lesson ahead of schedule or if your team has a longer practice duration, you may be able to combine the lessons from multiple days into one day. For example, if a team is writing letters and completes day one with 20 minutes remaining, the coach should be prepared to make the most of that time and continue on to the lesson provided for day two (skipping the Do Now and Team Building, but still selecting the most appropriate Exit Ticket). If a team is writing letters on day two and finishes early, the coach should be prepared to begin the lesson for the next action step, such as beginning the Posters lesson (again skipping the Do Now and Team Building, but still selecting the most appropriate Exit Ticket).

Lesson Objective

Students will participate in an activity that supports their community service project plan. They will have utilized the activities in Stage 3 to plan and prepare material and plan for the event.

Materials

- Journals
- Pencils
- Chart paper or whiteboard and markers
- Handout: "Action Activity Planner"

Materials

Journals

Pencils

Do Now

 **5 min**

- Students will answer the following question in their journals:
- Have you told anyone about your service-learning project? If so, what did they ask you about it? If not, who could you tell about your project later today or later this week? What will you tell them?

Team Building

 **10 min**

Genius

- Have three volunteers stand up in the front of everyone.
- Introduce them to the rest of the group as one person, a genius in a particular field that has 3 brains.
- The other students then take turns asking the genius questions.
- The genius must answer by having each person say one word at a time so that the three build sentences together.
- When one person feels the answer is done, they stop talking and play continues.
- Rotate students to be experts in different fields.
- Example:
 - ☐ Will: What do dogs eat?
 - ☐ Susan: Dogs
 - ☐ Sean: eat
 - ☐ Katrina: bones
 - ☐ Susan: when
 - ☐ Sean: they
 - ☐ Katrina: are
 - ☐ Susan: hungry!

Lesson

 **40-65 min**

- Complete the "Action Activity Planner" for your Action/Event Day. The purpose of the "Action Activity Planner" is to define the who, what, when, where, and why for each Action Activity you have planned. This is a great tool for teaching your students project management skills and also giving them ownership and leadership in different roles.

Materials

- Some past examples for a Action/Event Day include:
 - Host a rally to support immigrants in the school community
 - Plan a family walk to raise awareness about healthy eating
 - Perform a play about bullying and raising money to donate to an anti-bullying organization
- Begin taking preliminary steps for your Action/Event Day.

Exit Ticket

 5 min

- Students will answer the following question in their journals:
- Why is planning an important part of every project?

Journals

Pencils

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 service-learning 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

Writing-Based Action Activity: Action/Event Day

Day 2 of 2

*Note: This is a continuation of the previous lesson. Coaches should plan ahead and adapt the lessons to best fit their needs and pace. If your team finishes a lesson ahead of schedule or if your team has a longer practice duration, you may be able to combine the lessons from multiple days into one day. For example, if a team is writing letters and completes day one with 20 minutes remaining, the coach should be prepared to make the most of that time and continue on to the lesson provided for day two (skipping the Do Now and Team Building, but still selecting the most appropriate Exit Ticket). If a team is writing letters on day two and finishes early, the coach should be prepared to begin the lesson for the next action step, such as beginning the Posters lesson (again skipping the Do Now and Team Building, but still selecting the most appropriate Exit Ticket).

Lesson Objective

Students will participate in an activity that supports their community service project plan. They will have utilized the activities in Stage 3 to plan and prepare material and plan for the event.

Materials

- Journals
- Pencils
- Chart paper or whiteboard and markers
- Handout: "Action Activity Planner"

Materials

Journals

Pencils

Do Now

⌚ 5 min

- Students will answer the following question in their journals:
- What are you most excited about today?

Team Building

⌚ 10 min

Human Knot:

- Have the students stand in a circle facing inwards.
- Ask each student to put their right hand in the middle of the circle.
- Next, each student should reach in with their left hand and grab someone's right hand. It is best to make sure students do not grab the hand of the person directly next to them.
- The group has now formed a knot and must untangle into a circle. Students are not to release hands until the knot is completely undone. Note: On rare occasions, a knot can not be untangled.

Lesson

⌚ 40-65 min

- Carry out your Action/Event Day as planned in your "Action Activity Planner".
- Take lots of pictures and keep artifacts from the experience.

Exit Ticket

⌚ 5 min

Journals

Pencils

- Students will answer the following question in their journals:
- What is one memory from today that you will never forget?