

## Service-Learning Project Plan

**Title of Project:** Building an Inclusive School Community

**Grade Level:** 8 & 9

**Number of Students Participating:** 18

**Contributed by:**

**Teacher:** Hannah Courtright

**School:** Riverglen Junior High School

**District:** Boise School District

### **Overview/Description of Project:**

Students worked in small groups and engaged in a service project of their choice. The purpose of this project was to provide ways for students to address the needs of our school community through a student-designed project. Time was given in class for students to define the problem and objectives and to develop and execute a process/plan. Throughout the 2<sup>nd</sup> Quarter, students were required to regularly journal about the experience and, finally, present their experience through a multi-media presentation to their classmates.

### **Goals:**

For students to demonstrate social, personal, and intellectual growth and development. To increase student teamwork and problem solving skills, as well as leadership and initiative. To help students see their roles as citizens and as active participants in the solution of a school need.

### **Core Content Areas:**

Students designed and implemented a school service project(s). These service projects were aimed at providing student leaders an opportunity to develop and practice leadership skills while meeting a need at the school. The service projects required students to plan and implement the project collectively, working as both leaders and followers. Riverglen CORE values of courage, optimism, respect, and enthusiasm set the foundation for the projects, as the purpose of the class is to learn and hone leadership skills in addition to promoting CORE.

### **Civic Responsibility:**

The projects addressed needs at Riverglen and sought to inspire action by bringing the school together.

### **Literacy Connection:**

*Habitudes*, by Dr. Tim Elmore

## PARC MODEL STEP-BY-STEP GUIDE

### **STEP 1: PREPARATION**

#### **Preparation Activities:**

To prepare students for this project, we started with the guiding question, ‘How do we build an inclusive school community?’. We defined the term ‘inclusive’ and discussed what this may look like. Students then watched the beginning scene from the movie Pay It Forward and reflected on what it means to serve others and make a difference as a young person.

### **STEP 2: ACTION**

#### **Possible Actions:**

Students first did an informal needs-assessment of the school, identifying what our school needs in order to build a more inclusive school atmosphere. After brainstorming various ideas, students chose one to put into action. They were required to write proposals-Action Plan I, Action Plan II. These acted as a way to help students think through their project, and as a way to communicate, with me, what they were doing. Action Plan I was more about narrowing down the possibilities, scope, and benefits of their potential project. After gaining approval of Action Plan I, students then wrote and submitted Action Plan II, which broke down the logistics of the project-resources/contacts, needed, timeline, and responsibilities of each group member. These were submitted sequentially, and need approval from the teachers, in addition to the principal, before moving on to the next step. With approval, students moved forth on implementing their projects.

### **STEP 3: REFLECTION (Reflection is not sequential: rather it is encouraged throughout the lesson)**

Throughout the project, students were required to respond to reflection questions in their journals every few weeks regarding how their project was going and how they were working with others. They reflected on their successes and frustrations, including the challenges of working with others and problem solving these challenges, and any project changes. In their final presentation, students reflected on what they learned by implementing the project. Some of the concepts students took away included “how to construct and put into action a project that helps people”, that “communication and organization are important”, and “even if our project reaches just one person, we are still making a difference”. Students also shared and reflected on feedback from participants in the project, and in their own self-evaluation.

### **STEP 4: CELEBRATION/DEMONSTRATION**

#### **Service Celebration:**

At the conclusion of the project, students were required to create and present at multi-media presentation to the class explaining the objective of their project, steps to plan and implement the



project, roles of the team members, feedback from the participants, and what they learned from the project, among other things. Students presented in front of class members, teachers, and school administrators as both a celebration and demonstration of what they did and learned throughout their school service project. As part of the assessment process, students also wrote a self-evaluation and created thank you notes for group members to act as a peer evaluation component.

## Teacher Reflection

*Reflection is a vital component of the service-learning experience, and isn't just limited to students. At the end of your service-learning project, please take a few minutes to reflect on your experience. Answers can be brief or detailed; the goal is to get a sense of your overall feelings regarding your experience with this service-learning project. If additional space is needed, please attach to the back of this form.*

### **Name and School:**

Hannah Courtright, Riverglen Junior High School

### **Project name and brief description:**

Building an Inclusive School Community: Students designed and implemented school service projects that were aimed at providing student leaders an opportunity to develop and practice leadership skills while meeting a need at the school to create a more inclusive atmosphere. The service projects required students to plan and implement the project collectively. The Riverglen CORE values of courage, optimism, respect, and enthusiasm set the foundation for the projects.

### **What impact did this project have on your community?**

When we began the service project, we looked at our community in sections. We began with our small school community for the first semester and enlarged our focus to our city and local non-profits for the second semester. The focus of this component of the yearlong project was for our school community. The school had benefited greatly, as the service projects the students implemented came at a point in the semester where students start to checkout. It was between two major holiday breaks and at the end of the semester. The service projects students created, working with the Salvation Army, creating a cross-grade peer mentor group, and notes of gratitude for teachers, boosted morale and helped keep students (and teachers) engaged through the end of the semester. One of the projects even included a grade level competition, and the students were motivated by the grand prize.

### **What impact did this project have on your students?**

Throughout the semester project, students were required to journal and eventually reflect on their experience in their final presentation. The feedback I heard from students included working through

# Riverglen Junior High School

## Leadership Service

### Project Approval Form

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*Leadership Student's Name*

#### **Project Description**

Students will work in small groups and engage in a service project of their choice. The purpose of this project is to provide ways for students to address the needs of our school community through a student-designed project. Time will be given in class for students to define the problem and objectives, and to develop and execute a process/plan. Throughout the 2<sup>nd</sup> Quarter, students will be required to regularly journal about the experience and finally, present their experience through a Multi-media Presentation to their classmates.

#### **Project Goals**

For students to demonstrate social, personal, and intellectual growth and development. To increase student teamwork and problem solving skills, as well as leadership and initiative. To help students see their roles as citizens and as active participants in the solution of a school need.

#### **How to Start**

Plan, develop, and give leadership to others in a service project helpful to Riverglen. The project should directly benefit Riverglen Junior High School and/or the students in it. The project idea and final plan must be approved by Mrs. Courtright and Mrs. Winters.

#### **Originality**

Does the leadership service project have to be original? Must it be something that you have imagined that has never been done before? The answer: No, but it certainly could be. You may pick a project that has been done before, but you must accept responsibility for planning, directing, and following through to its successful completion.

#### **Limitations**

Routine labor (a job or service) should not be considered. The project also may not be performed for an individual staff member, but must benefit the whole school.

#### **Size**

How big a project is required? The project itself should be able to be planned, implemented and completed before Winter Break in December. Time will be given in class, and, depending on the project, you may need to dedicate more time outside of class.

#### **Examples**

Your project must be service based and benefit our school, or use our school/students as a vehicle to help a community group. For example, you may choose to (but are not limited to):

- Design and distribute anti-bullying posters to be distributed to Riverglen and other area junior high schools
- Host a Buddy Lunch-weekly lunch for students who are feeling left-out/craft or fun activity to build friendships
- Write and distribute Public Service Announcements on topics dealing with our CORE values to be aired at Riverglen
- Design a mural for one of our hallways relating to Riverglen CORE



challenges that come with working in small groups-delegating tasks, relying on others, compromising, and communicating. Being a leadership class, students were put in charge of creating a project on their own and problem solving the challenges. This project was solely there's, which comes with a big sense of pride and accomplishment. The groups also had to create feedback forms for their participants to give them anonymous feedback on how they performed. This was a lesson in learning, and in some circumstances, humbling, while others feelings were reinforced. This project benefited the school community, and the Leadership students also grew through this process. These students were empowered to get involved and make connections with others in the school. It was overall a success.

**What impact did this project have on you?**

This project allowed me to grow as a teacher. I acted as a guide through the process, as opposed to directing the project, allowing students to make decisions and come to their own conclusions. It was a student-centered project, and it was hard for me to let go of the control and to not tell them how to create and implement their projects. It was a lesson in letting them problem solve first, and then jumping in with questions to help them work through their questions or frustrations. At times, it seemed overwhelming, but now I look back and think, 'I did it!'

**Do you have any advice to offer other teachers who are incorporating service-learning? Were there any lessons learned that you would like to share?**

I learned that it might seem overwhelming at first, with the challenges of inquiry and student-based activities, but to break the project into small pieces. Focus on each step of the process. It's important to know where the project is going, but don't try to break off more than is necessary at the time. I learned that it's okay for students to make mistakes and struggle because this is where the learning takes place. This was hardest for me because this was not something the just affected our class, but the entire school. I put pressure on myself to perfect the projects, knowing they would be on center stage, but in the end, I was there to guide and assist the projects where needed, but not to do it for them.

## Approvals

### ACTION PLAN I-BEFORE YOU START

DUE DATE:

Mrs. Courtright and Mrs. Winters must initially approve your project idea before the project is started. Students will complete the analysis in small groups and submit a collaborative reflection. The following questions must be answered before giving this approval:

- What is a need at Riverglen and why?
- Who will specifically benefit from the project? How will they benefit?
- (Individual component) What knowledge, strengths and resources do you have to offer the group and the school for this project?
- (Individual component) What you hope to learn through this project? (aspects of your learning might include what you hope to learn about yourself)

### ACTION PLAN II-PROJECT DETAILS

DUE DATE:

Partnering with 5 other Leadership students, identify a need at Riverglen and design a plan to meet the need (4 weeks). Then, execute the plan in the required time allotment (4 weeks), and reflect and present on the outcome. Small groups will submit one collaborative, typed plan to Mrs. Courtright, and, if requirements are met, she and Mrs. Winters will give final approval.

Develop and type a plan by describing the present condition and the method for carrying out the project. Be specific in describing a do-able project that fits our time constraints, budget, and man (woman) power.

1. Identify steps from start to completion
  - a. Time schedule-Consider we have 4 weeks to begin and finish this project after approval
  - b. Materials to be used
  - c. Budget cannot exceed \$100
2. Assign tasks & task analysis
3. Monitor for results

### CARRYING OUT THE PROJECT

You will be required to journal throughout the project. Record the progress of your project. List those people beside yourself who worked on the project. If your original project-plan changes at any time, be sure and document what the change was and the reason for the change. Be sure to also document the progress with photos as these can be used in your final presentation.

### AFTER THE PROJECT

Develop a PowerPoint presentation with support pictures or video as well as identifying and describing the need at Riverglen and who benefitted, your project, and the outcome. Then, you will present your PowerPoint in a formal and rehearsed manner to classmates.



Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Pay it Forward

1. What does it mean to make a difference to others? To serve others?
2. Why would someone do something if s/he weren't directly helped by it?
3. What keeps people from helping others?
4. Who has made a difference in your life?
5. Who have you made a difference for?
6. Are there particular barriers for young people who try to make a difference?
7. Are there any models of young people who try to make a difference? Who?
8. What strengths do you have as a young person?
9. Do you think you can make a difference in this world? Why? How?

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## Riverglen Junior High School Leadership Service Project

Step 1: Think Through and respond to the following...

1. Group Members:
2. Group
  - a. How will you decide on your project? (consensus, majority, etc?)
3. Needs
  - a. What does Riverglen Junior High (RJH) need? How do you know?
  
  - b. Can you meet any of those needs? How?

Step 2: Consider the following questions and use this to guide your planning for ACTION PLAN I

1. Proposals
  - a. What are the possibilities?
  
  - b. Do they meet the criteria of addressing a need at RJH?
  
  - c. What is your best proposal (specifically)?
  
  - d. Why is it best?
  
  - e. What problem would your proposal help?
  
  - f. Why is it important?



- g. How would it make RJH a better place?
  - h. Will others in the school think it's a good idea? How do you know?
2. Current status
    - a. Is anyone else in the school already trying to address the problem? What are they doing?
  3. Benefits
    - a. Who will benefit from this project? How?
  4. Scope
    - a. Is the proposal "big enough" to make a change, but small enough to do by the end of December?

**Step 3: Consider the following questions and use this to guide your planning for ACTION PLAN II. Ultimately, you will need to use another piece of paper to create your outline.**

1. Action plan
  - a. What steps are necessary for your project to be complete?
2. Who
  - a. Who will be involved? Which people at RJH and in the community could you talk to in order to get help? Be sure to assign tasks to individuals & task analysis.
3. Resources
  - a. Does your project need money? If so, you need a breakdown of exactly what materials you need and how much each material will cost. Your budget is for no more than \$100. If your project does not need money, what resources are needed and how much? Where can you get them?
4. Timeline
  - a. What is your timeline for completion? (concrete steps for each date)
5. Responsibilities
  - a. What tasks will each person have? How can you make the most of each person's interests and talents?
6. Evaluation
  - a. How should your project be evaluated? How will you (and others) know if it is successful? How should you be evaluated (as a group and as an individual)?






1. Ask yourself the question—what problems might I run into? List those possible problems below and the solutions:

2. How should your project be evaluated? How will you know if it is successful? How should you be evaluated (as a group and as an individual)?

# BASIC SAMPLE:

## STAKEHOLDER FEEDBACK FORM

NAME (Optional) \_\_\_\_\_

ORGANIZATION \_\_\_\_\_

Please rate your level of agreement with the following statements by ticking the appropriate box

Project Organization	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
I was clear on the point of the project					
I felt involved in the project from the start					
I was well-informed about project progress					
I understood the change management process					
Any changes I submitted were dealt with appropriately					
The project has delivered what it was meant to					
I agree that the project was closed at the appropriate time					
The project handover was complete and rigorous					

What impressed you most about this project?

What improvements do you suggest for future projects?

Additional comments

Thank you!



## Riverglen Service Leadership Project

### Feedback Survey

#### What This Is

A survey that can be sent to participants during or after a project, to solicit their feedback on how the project was conducted. Questions should be added that are specific to your project.

#### Why It's Useful

To capture lessons learned from the project while they're fresh in people's mind. The results can be summarized and recommendations passed on to future groups/teams.

#### How To Use It

Create your survey, and send through email or on paper to project participants. Let them know that results can be kept anonymous (to encourage people to be frank in their assessments). Send out this survey the week of December 15-19. The feedback you receive from the survey can help point to particular areas that should get special exploration as your group reconvenes for a post-project discussion and creation of the presentation.

Things to consider when putting together your survey:

- Minimum 5 questions & maximum 10 questions
- Remember to keep the questions short and concise
- Only a few of your questions should be short answer response, the rest should be easy to answer (ie: agree/disagree, rate on a scale of 1-10, etc.)

Topics to consider for questions:

- What was the objective of the project? Was the objective clear?
- Marketing of project
- Organization of the project
- Suggestions for future project
- Overall rating

Steps:

1. Who are you going to be giving this to? \_\_\_\_\_  
\_\_\_\_\_
2. When are you going to give it to them? \_\_\_\_\_  
\_\_\_\_\_
3. How will it be delivered & retrieved? \_\_\_\_\_  
\_\_\_\_\_
4. Which Leadership students will be in charge of distributing it? \_\_\_\_\_  
\_\_\_\_\_
5. Which Leadership students will be in charge of collecting the data? \_\_\_\_\_  
\_\_\_\_\_
6. WRITE YOUR QUESTIONS AND GIVE TO MRS. COURTRIGHT FOR REVIEW BEFORE YOU CREATE THE FINISHED SURVEY.

# Riverglen Service Leadership Project

## Final Project Guidelines

Congratulations! You and your group members completed your Riverglen Service Leadership Project. It is now time to present and reflect on your project. Your final project grade will include the following: **Group presentation (100 pts.), Self-Reflection/Evaluation (50 pts), Peer Evaluation (50 pts).** This is a grand total of 200 points. There is criteria for each component, but they will be distributed throughout the first week of January so not to seem overwhelming.

### Part 1: Group Presentation

You and your group members will create and present about your project to the rest of the class on Wednesday January 14<sup>th</sup>, during 2<sup>nd</sup> period. Each group member earns a single grade for the completion of the presentation. This will be worth 100 points. What should be included in your presentation? You will need to identify and explain the following:

1. What is your SLP project? (the objective/goal)
2. Where did the idea come from? What was the process of narrowing down a project?
3. What is Riverglen CORE, and how did your project connect to CORE?
4. What were the roles of each team member?
5. What were the steps you took to plan and implement your project?
6. What were the successes of your project?
7. Were there any hurdles you had to overcome?
8. Was there a point where you had to stop and readjust the project on a grand scale?
9. What were the weaknesses of your project?
10. What were the results of the feedback forms? What do you take away from the surveys? (both positive and constructive criticism)
11. If you were to do this project again, what would you do differently?
12. What was the most important thing you learned throughout your project?

The first step you need to do as a group is to answer the following questions as thoroughly as possible (identify and explain all the points you want to make). The next step will be to take a look at the rubric provided and create your slideshow/visual aid.



**RIVERGLEN SERVICE LEADERSHIP PROJECT**  
**GROUP PRESENTATION EVALUATION/FEEDBACK FORM**

Group Member's Names:


Your presentation will be evaluated using the following criteria:

Content Questions	Points	Included	Not Included
1. Introduction of group members	1		
2. What is your project? (Objective/goal)	2		
3. How did the project originate?	2		
4. How does project connect to Riverglen CORE?	2		
5. What were the roles of each team member?	2		
6. What were the steps your team took to plan and implement your project?	2		
7. What were the successes of your project?	2		
8. Were there any hurdles you had to overcome?	2		
9. Was there a point where you had to stop and readjust the project on a grand scale?	2		
10. What were the weaknesses of your project?	2		
11. What are the results of the feedback surveys? What do you take away from the surveys?	2		
12. If you were to do this project again, what would you do differently?	2		
13. What was the most important thing you learned throughout your project?	2		

Unsatisfactory > > > Satisfactory > > > Excellent

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| <p>1. Organization</p> <ul style="list-style-type: none"> <li>▪ Project well organized?</li> <li>▪ Easy to follow?</li> <li>▪ Did the overall presentation have an introduction, a body with supporting material, and a definite conclusion?</li> </ul> | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|





Dear \_\_\_\_\_  
I wanted to let you know that I really appreciate how you \_\_\_\_\_  
\_\_\_\_\_. This \_\_\_\_\_  
really helped our group project by/because \_\_\_\_\_  
\_\_\_\_\_. In the \_\_\_\_\_  
future, if I worked on another group project with you, I would appreciate if you \_\_\_\_\_  
\_\_\_\_\_. Your \_\_\_\_\_ and \_\_\_\_\_  
\_\_\_\_\_ really made our project \_\_\_\_\_  
\_\_\_\_\_.  
Respectfully yours, \_\_\_\_\_  
\_\_\_\_\_

Dear \_\_\_\_\_  
I wanted to let you know that I really appreciate how you \_\_\_\_\_  
\_\_\_\_\_. If \_\_\_\_\_  
really helped our group project by/because \_\_\_\_\_  
\_\_\_\_\_.  
In the future, if I worked on another group project with you, I would appreciate if yo \_\_\_\_\_  
\_\_\_\_\_. Your \_\_\_\_\_ and \_\_\_\_\_  
\_\_\_\_\_ really made our project \_\_\_\_\_  
\_\_\_\_\_.  
Respectfully yours, \_\_\_\_\_  
\_\_\_\_\_

Dear \_\_\_\_\_  
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\_\_\_\_\_. \_\_\_\_\_  
really helped our group project by/because \_\_\_\_\_  
\_\_\_\_\_. \_\_\_\_\_  
the future, if I worked on another group project with you, I would appreciate \_\_\_\_\_  
you \_\_\_\_\_  
\_\_\_\_\_. Your \_\_\_\_\_  
\_\_\_\_\_ really made our project \_\_\_\_\_!  
\_\_\_\_\_!  
Respectfully yours, \_\_\_\_\_  
\_\_\_\_\_

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really helped our group project by/because \_\_\_\_\_  
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the future, if I worked on another group project with you, I would appreciate \_\_\_\_\_  
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