

How Will We Serve Those Who Serve?	
Sample Project Focusing on Veterans	
Identify The Need	
Service-Learning	Community-Service
<p>Students will arrange to interview local veterans or veterans groups. Students determine needs based on conversation.</p> <p>Example: Students access a list of leaders for local veterans groups such as the VFW. Students develop a list of questions to be asked. As a class, they vote on which questions will be asked from the list. Students interview veterans and then report back the information to the class. Students make a list of needs based on information from interviews and choose one to address.</p> <p>Students determine the need is preservation of the histories of World War II veterans.</p>	<p>Teacher calls a local veterans group and asks what the needs are.</p> <p>Example: Teacher reports back to the class about her conversation with the veterans group.</p> <p>Teacher determines that the need is to help the local veteran’s organization collect items and pack care boxes for military personnel who are currently deployed.</p>
Set a Goal	
<p>Students take chosen need and set the goal for meeting the need.</p> <p>Example: Students set the goal of digitally recording the living histories of at least 10 World War II veterans in their community. They will also produce a CD of the interviews and prepare a copy for each veteran and their family.</p> <p>Fill in Handout Planning Guide for Service-Learning from A Week of Service Learning CD http://ccfcs.org/Service%20Learning/documents</p>	<p>Teacher tells the students what the class goal is for meeting the need.</p> <p>Example: Teacher and students agree to help the veterans group by collecting items and packing boxes. The goal they set is to collect enough items to pack at least 10 boxes.</p> <p>Fill in Handout Planning Guide for Service-Learning from A Week of Service Learning CD http://ccfcs.org/Service%20Learning/documents</p>

Form a Plan	
<p>Students determine the: who, what, when, where, why and how of their project. Student records each task required on a different sticky note. Teacher guides the process by asking questions to make sure all areas are addressed. Handout - Project questions (see all lesson attachments)</p> <p>Example: Students call out tasks that must be done to complete project. The student who calls out the task records it on a sticky note - one task per sticky note. Through this process, the teacher asks questions to make sure all areas are covered. For instance, if the students say they need video equipment, the teacher might ask: “Where do we get that equipment?” or “Who in this class knows how to operate the equipment?” After listing all tasks, the students work together to put the tasks in the order in which they are to be completed. Leave the assigned tasks displayed as a guide. Students can at this point also be assigned specific tasks. Tasks for this project might include: Contact administration for approval, contact technology department to arrange to borrow a video camera, contact veterans and set up an interview schedule, generate interview questions, practice interviewing classmates in front of the camera, set background for interview, make reminder calls to veterans.</p> <p>Fill in Handout Planning Guide for Service-Learning from A Week of Service Learning CD http://ccfcs.org/Service%20Learning/documents</p>	<p>Students determine the: who, what, when, where, why and how of their project. Student records each task required on a different sticky note. Teacher guides the process by asking questions to make sure all areas are addressed. Handout - Project questions (see all lesson attachments)</p> <p>Example: Students call out tasks that must be done to complete project. The student who calls out the task records it on a sticky note - one task per sticky note. Through this process, the teacher asks questions to make sure all areas are covered. For instance, if the students want to get other classes to donate supplies for the boxes, the teacher might ask: “How do we let them know what to donate?” or “How do we motivate other classes to donate?” After listing all tasks, the students work together to put the tasks in the order in which they are to be completed. Leave the assigned tasks displayed as a guide. Students can at this point also be assigned specific tasks. Tasks for this project might include: Contact administration for approval, prepare donation flyers and hang around school, prepare donation boxes, arrange to make announcement of school PA system, write announcement, request transportation to meet with VFW for packing boxes.</p> <p>Fill in Handout Planning Guide for Service-Learning from A Week of Service Learning CD http://ccfcs.org/Service%20Learning/documents</p>

Act	
<p>Students add assigned tasks on sticky note organization chart. As the project progresses, they may discover they need to add or adjust the order of the tasks.</p> <p>Example: Students begin interviewing veterans for the CD. They discover that wives of veterans also have interesting stories so they decide to add those to the CD as well.</p>	<p>Students add assigned tasks on sticky note organization chart. As the project progresses, they may discover they need to add or adjust the order of the tasks.</p> <p>Example: Students discover that the VFW wants to include cards of encouragement in the boxes. Students enlist the help of the elementary students to make cards to include in the boxes.</p>
Follow Up	
<p>Students reflect on their project through a reflection activity. (See all lesson attachments)</p> <p>Students continue or expand project if applicable.</p> <p>Example: To reflect, students write letters to the local newspaper about what they learned from the World War II veterans</p>	<p>Students reflect on their project through a reflection activity. (See all lesson attachments)</p> <p>Students continue or expand project if applicable.</p> <p>Example: To reflect, students create a poem about their experience. The poems are shared with the class.</p>