

Lesson 5

Teacher Guide



Class Service Project

Objectives and Standards

9TH THROUGH 12TH GRADE



INTERACTIVE

Lesson 5 – Class Service Project

Objectives and Standards

Teacher Goals

- Assist students in the deliberative process of selecting a class service project.
- Support students through implementing the class service project.

Student Goals

- Collaborate with peers to select a group service project.
- Participate in the group service project.

Social-Emotional Domain

- Responsible decision-making

Common Core State Standards

- CCSS.ELA-Literacy.W.9-12.6
- CCSS.ELA-Literacy.SL.9-12.1

C3 Framework for Social Studies Standards

- D2.Civ.7.9-12
- D2.Civ.9.9-12
- D4.7.9-12
- D4.8.9-12

MATERIALS

- Student Pledge Card printable
- Camera(s)
- Device for recording student videos
- Computer with internet access and the ability to post photos and videos online
- Journal #5: Group Reflection printable
- Journal #6: Class Service Project printable
- Miscellaneous art and presentation supplies (see “Share It” below)

PREPARATION

- Preview the 9/11 Day Ambassador videos and select the ones you will use in your brainstorming session (see “Plan It” below).
 - To help students get started if they have difficulty brainstorming, prepare a list of a few service projects that connect in some way to the stories of the 9/11 Ambassadors.
 - Some groups connected to 9/11 Ambassadors that you might suggest serving include:
 - Victims of a tragedy or disaster (Will Jimeno)
 - Veterans or their families (Wendy Ploger, Rob Grunewald, Mari Tobin, Kathy Dillaber, Brian and Alma Hart)
 - First responders (John Feal, Jay Winuk, George Martin, Dan Nigro)
 - K-9 first responders / service dogs (David Lim)
 - Cancer patients / survivors (Candiance Baker)
- Print a copy of the Student Pledge Card for each student.
- Print a copy of Journal #5: Group Reflection for each student.
- Print a copy of Journal #6: Class Service Project for each student.



Lesson 5 Activities

Plan It

- Remind students of the things they learned in Lessons 1-3 about good deeds, gratitude, and 9/11 Day.
- Tell the class that it is time for them to complete a school service project together.
- Brainstorm possible service project beneficiaries together.
 - Share a selection of 9/11 Ambassador interview from 911Day.org with students.
 - Draw a concept web or mind map on the board and write “Class Service Project” in the center circle.
 - Have students call out ideas for people or groups related to one or more of the 9/11 Ambassadors that could benefit from a potential service project, writing each suggestion in its own circle connected to the center circle. Try to keep the list between five and eight ideas; combine ideas if they are related.
- Have students organize themselves into small groups based on which service project idea they want to focus on.
 - This may be best accomplished by having students turn in a ranked list of their two or three favorite options, so you can preview group distribution and make any suggestions to individual students about their selections.
 - Assist with even group distribution if necessary, but wherever possible, allow students to work in groups of any size so long as they can be organized and function efficiently.
- Instruct students to assign roles within the group as needed, such as discussion leader, note-taker, and researcher.
- Encourage students to brainstorm and select a specific service project based on their shared interest through whatever deliberative process their group agrees upon.
 - Check in with each group constantly during this process to ensure members are participating equally and the group is progressing steadily.
 - Be prepared to offer suggestions for debate and consensus building where needed.
- Meet with each group to hear details of their planned project (or have them submit details in writing), offering suggestions for improvement or redirection where needed.
- Be sure to secure administrator approval / permission for the service projects.
- Have students reflect on their experience with the decision-making process by completing Journal #5: Group Reflection.

Pledge It

- Distribute a copy of the Student Pledge Card to each student.
- Tell students that this pledge card is similar to one they will be signing for their 9/11 Day projects soon.
- Have students fill in the fields on the cards.
 - One of the fields asks students to write down what their task is during the service project. If you have not already done so, talk to students about what task(s) each of them is responsible for.
- Have students keep their cards with them as a reminder of their responsibilities during the project.

Do It

- Have students make any necessary preparations for their service project, guiding their process as needed. Depending on the project, this may involve any number of the following:
 - making a list of steps necessary to complete the project
 - making a list of supplies
 - gathering needed supplies
 - scheduling the event
- When preparation is complete, support students as they go through the steps in completing the selected service project.
- Have students take photos as they complete the service project.

Reflect on It

- Have students reflect on their experience with the service project by completing Journal #6: Class Service Project.

Share It

- Create an online photo album to share pictures from the service projects.
- Have students create learning artifacts (video, photo, slide deck, written essay, poster, etc.) in a medium of their choice to share their personal stories and experiences about the service projects with others.
- Share students' learning artifacts online.
 - Have students use the email instructions on 911Day.org to invite the 9/11 Day Ambassador(s) who inspired the project to view their artifacts online.

Extension Activities

- Have groups create marketing materials such as flyers, brochures, and posters to encourage others to support their service projects or the group of people they are focused on helping.
 - For example, students might make posters to encourage others to donate items for their clothing drive to benefit victims of a tragedy or natural disaster.
- Encourage students to take videos as they work on their service projects; after it ends, they can collect these clips to create a video they share online.
 - Suggest that they include interviews with one another about their process and with the project beneficiaries to document the project impact.



Student Pledge Card

#IWILLFOR911DAY

For 9/11 Day, I pledge to perform the following good deed in tribute:

My Name _____

Organization (if any) _____

State _____ Country _____

Visit 911day.org/IWillPledge to share your good deed, or post of social media, #IWillFor911Day

 @911day  @911day
 @911day  911day.com



See printable version on page 10. Cut in half, 8.5" x 5.5"



Name _____ Date _____

Journal #5: Group Reflection

Summarize the process your group used to decide on a group service project.

Did you feel this process was effective? Why or why not?

Do you feel you contributed equally to the group? Did you feel heard by other group members?

If you were starting the process over, how would you improve the process your group used?

Name _____ Date _____

Journal #6: Group Service Project

Describe the service project your group performed.

What roles did you perform? What tasks did you personally do?

What aspects of the project make you the most proud?

What impact will the service project has had / will have on the people who benefit from it?

In what ways could you have improved the service project to have an even greater impact?

What lessons or insights do you take away from this project about serving others?

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