

JAG PBL Menu - Service Learning

This resource is provided as a toolkit of suggestions to build a PBL. Utilize these resources as prompts as you customize a PBL to fit the needs of your classroom and community.

Title Options

- From Trash to Treasure
- You Matter, We Matter
- DISH it up
- The Mitten Drive
- Learn to Serve
- *Create Your Own!*

Duration 4-6 weeks

The timeframe will vary based on the student's previous experience with the content included in the PBL. When mapping out the structure for projects, allow time for all three levels of understanding. Generally speaking, this project could take 4-6 weeks; however feel free to make it work as time allows and within any time constraints that may be present.

Project Summary

JAG requires 10 hours of service learning per students each year. A great way to achieve this benchmark is through the use of a service learning project. Often times other projects naturally have service components, however this menu will outline projects specifically designed to highlight the importance of service. By implementing a service learning project you are achieving a goal of the Career Association and benefiting your community through the JAG Competencies.

Driving Question

A Driving Question meets the following criteria:

1. Engaging for Students
2. Open-Ended
3. Aligned with Learning Goals

A quality Driving Question is complete with framing initial words (how, what, who), person or entity (I, the class, you, we) action or challenge (goal to accomplish) and audience/purpose (for whom?). This question drives the project from start to finish.

Examples:

- How can our class decrease our carbon footprint?
- Who are the people or things in our community that need the most assistance?
- What are the most critical issues in our community and what can we do to assist?
- How can our class raise funds/awareness for a needy cause?
- How can we educate and inform others about the importance of service?
- How can we partner with employers through their established service projects?

Entry Event

An Entry Event should engage, intrigue and provoke students to want to know more about this topic. This may include a field trip, guest speaker, video, simulation, role play or mock experience. The goal is to grab the hearts and minds of your students.

Examples:

- Invite a dynamic President of a local nonprofit organization to serve as a **guest speaker** on their mission and potential partnership opportunities.
- Take a **field trip** to a shelter or nonprofit organization to observe, learn, interact and investigate potential career areas surrounding the work being done as well as service project partnership and ideas.
- Brainstorm all of the possible jobs and current issues that surround a nonprofit organization, such as the United Way, Red Cross or YMCA. Encourage the students to take on the persona of the partnering agency for one class period. For example, have students **role play** as an employee trying to understand, demonstrate, and discuss the components that surround their job.
- Have each student **journal** about a cause they are passionate about. If they could help anyone in the world, who would they want to assist? What would they hope to accomplish? How would they know they had made a difference?
- The Specialist coordinates a service project based on the interests of your students. Organize an abbreviated **simulated experience** that can be done in the classroom. For example, partner with an elementary school and utilize your student's artistic abilities to prepare awards of recognition and certificates for elementary kids to be given by their teacher. Another idea is to write letters to men and women serving in the military. The intent is to allow a student an opportunity to have an introductory experience with giving back that will positively propel them into the project.

Public Products

A Public Product should be one of the following:

1. **A tangible thing**, such as something they build, invent, or create. (A workbook for getting a job, a cell phone app, a resume, a website, video, PSA)
2. **Presentation:** (A mock interview, Do's & Don'ts of interviewing, Putting on a Job Fair, Partnering with your workforce center to conduct a resume writing workshop, etc.)
3. **A solution or answer to the driving question.**

The Public Product is seen beyond teachers, classmates and parents, it raises the stakes for students leading them to a higher quality work product. Design Public Product(s) based on Driving Question and class dynamic.

Examples:

Major Group Products	<ul style="list-style-type: none"> • Provide a presentation to the nonprofit organization's leadership • Perform a large-scale service project • Group Contract • Video/PSA • Design cell phone app • A workbook
Major Individual Projects	<ul style="list-style-type: none"> • Journal • Self-Reflection of the experience • Recognition at Graduation for hours of service

Competencies

Competency Attainment will vary based on the implementation and the level of understanding going into the project, in addition to grade level. Consider whether the concept in each lesson is being introduced, expanded upon or mastered.

In general, a project such as this could accomplish the following:

Level 1: A.1, A.2, C.14, C.17, E.26, E.27, G.50, G.52, G.57, G.58, J.106, K.108, L.111, N.117,

Level 2: F.34, F.35, G.48, J101, J103, N.118, P.125, P.126, P.127,

Level 3: E.30, E.28, D.24, F.32, F.33, G.46, N.122, P.123, P.124, Q.130, R.132,

*Reference the complete list of JAG Competencies.

In addition to identifying the competencies, it's important to make students aware of what they are expected to DO and KNOW throughout the project.

Assessment(s)

An assessment should help guide the teaching and learning process. Select the mode(s) of instruction and assessment that is most suitable for your project design.

Formative Assessments (Mini-assessment to shape learning during Project)	Quizzes/Tests	Practice Presentations	
	Journal/Learning Log	Notes	
	Preliminary Plans/Outlines/Prototypes	Checklists	
	Rough Drafts	Concept Maps	
	Other:		
Summative Assessments (End of Project)	Oral Presentation, with rubric	Written Final, with rubric	
	Multiple Choice/Short Answer Test	Peer Evaluation	
	Essay	Self-Evaluation	
	Other:		

Reflection(s)

Reflections can take place throughout the project, yet must be completed at the end. The reflection is a major component of PBL, allowing students to think about what they've accomplished throughout the project.

(Individual, Group, and/or Whole Class)	Journal/Learning Log	Focus Group – Success Council	
	Whole-Class Discussion	Fishbowl Discussion	
	Survey	Peer Assessment	
	Self-Assessment	Other:	

Scaffolding (Managing the Process)

When implementing a project, it is important to plan scaffolding lessons, exercises and activities into the project that builds a student's understanding and experience with the content. All scaffolding should be leading students towards the Driving Question and ultimately to a high-quality Public Project.

Prior to the Project Beginning

**Consider the following examples of tasks to prepare for prior to the launch of your project:*

- Have a general understanding of student interests to help identify organizations of interest.
- Begin connecting with a nonprofit(s) and build relationships with leadership.
- Design lessons regarding importance of service learning.
- Create/modify assessments & reflections.
- Intentionally leave gaps in planning to allow for true flexibility with student voice and choice.

Launching the Project

**To build the excitement and engagement for the project, do the following:*

- Perform the Entry Event.
- Share the Driving Question.
- Discussion on student voice and choice.

Project Navigation:

**Based on your student's previous knowledge and the design for your project, incorporate the following scaffolding lessons, exercises and activities to achieve your Public Project and answer your Driving Question.*

- Complete overview and analysis of the partnering agency. Look at goals, mission and objectives of the organization.
- Invite a representative from a partnering organization to speak to the class about their company, the services they provide and opportunities to volunteer within their organization.
- Demonstrate commitment to the agency by registering as a volunteer or signing up for their newsletter. (E.30)
- Connect the upcoming work to your personal goals, values and beliefs. (F.32, F.33)
- Brainstorm opportunities to be involved with the organization.
- Develop an action plan to determine your plan of action.
- Form committees.
- Assign tasks and timeline for completion based on team members skills and abilities. (G.46)
- Create group contract.
- Perform the work.
- Self-Reflection (critical to do throughout the project, for example the individual student journal).
- Group Processing.
- Prepare for presentation.
- Present to organizational leadership on experience. (D.24, E.28)
- Peer review or reflection.
- Allow time for re-work.
- Present public product.
- Final assessment.
- Reflection of whole project.

Based on how you plan your project, arrange the scaffolding process accordingly. Utilize the JAG curriculum and supplement with current materials related to your project theme.

Accommodations

A variety of accommodations can be made to meet students and their needs. A list of common accommodations can be found here: <https://www.understood.org/en/learning-attention-issues/treatments-approaches/educational-strategies/common-modifications-and-accommodations>

Resources

What resources will make this project successful? Ask to include professionals in your school and/or community partners as deemed appropriate. Integrate these individuals and technology into your project to maximize learning.

**For example, assist with chaperoning service projects, items for donation, etc.*

School-based individuals:

- Community Outreach coordinator
- Principal or Assistant Principals
- Sponsors of other student organizations (BPA, FFA, DECA, HOSA, FCCLA, etc.)
- School District Human Resources Manager
- Custodian
- Secretary
- Teachers

Community:

- Nonprofit Organizations – United Way, Red Cross, Big Brother/Big Sister, YMCA, Cancer Society, MS, NPR, St. Jude, Make a Wish, Ronald McDonald, Habitat for Humanity, Goodwill, etc.
- Business professionals – corporate citizenship liaison, President/CEO or other leadership
- Local representatives or city officials – what does the city need?
- Local college - service learning department

Technology:

- Access to computers/devices for research
- Access to computers to type materials
- Flash drives or web-based storage for saving materials
- Video viewing equipment (projector, screen, speakers, etc.)

Materials & Supplies: (if necessary)

- Will vary based on the project performed
- Coordinate transportation – if project conducted after school hours

Supplemental Links

You are welcome to use these links, yet remember there are hundreds of links available via the internet. Feel free to search for materials that best fit the needs of your students.

- Service Learning explained: <https://nylc.org/service-learning/>
- A website for student-centered service learning projects: <https://www.dosomething.org/us>
Continued...



- Comprehensive list of national nonprofit organizations: <https://topnonprofits.com/lists/best-nonprofits-on-the-web/>
- The Importance of Service Learning Article: http://blogs.edweek.org/edweek/finding_common_ground/2012/01/the_importance_of_service_learning.html
- The Benefits of Service Learning Article: <http://www.servicelearning.umn.edu/info/benefits.html>
- Service Reflection Toolkit: http://www.dartmouth.edu/~tucker/docs/service/reflection_tools.pdf

Videos

- Service Learning: Real-Life Applications for learning: <https://www.youtube.com/watch?v=7t30ZMX8uGw>
- President Peterson ALS/Ice Bucket Challenge <https://www.youtube.com/watch?v=HTpPYcr1JgE>
- Cancer Society: <https://www.youtube.com/watch?v=cTewlXolxcY>
- Bark Buddy: <https://www.youtube.com/watch?v=Co8qgrxSQXI>
- How to Change the World (a work in progress) Kid President: <https://www.youtube.com/watch?v=4z7gDsSKUmU>

Assessments & Rubrics

- Jobs for America's Graduates PBL Library - <http://www.jag.org/jag-library>
- Buck Institute for Education - www.bie.org

For questions or assistance contact pbl.jag@gmail.com or join the discussion on Facebook @pbl.jag!

One Step Further

The following are merely ideas to consider when designing your project. These are progressive in nature and may be reserved for a second or third time through a foundational PBL design.

- You could get to a place where every year this becomes your “legacy project”.
- Create your own nonprofit organization.
- Connect to career opportunities, job shadowing and internships for students.
- Check into earning elective credit for service learning hours.