

## Teachers Going Green 9-12<sup>th</sup> Grade Condensed Service Learning Strategy

This is a Service-Learning Project strategy. The Facilitator Guides follow the IPARDC model and involve young people’s voice and choice in each stage--Investigation, Planning, Action, Reflection, Demonstration, and Celebration.

IPARDC	Facilitator Guide:	Common/Iowa Core Concept or Skill	Where to Find Lesson @ Teachers-Going-Green.com
<b>Investigation</b>	<b>Earth Faces Serious Problem!</b>	<ul style="list-style-type: none"> <li>• Identify and define authentic, real-world problems and significant questions for investigation.</li> </ul>	<b>9<sup>th</sup>-12<sup>th</sup> Grades, 21<sup>st</sup> Century Skills</b>
<b>Planning</b>	<b>Backward Planning and Action</b>	<ul style="list-style-type: none"> <li>• Set goals</li> <li>• Effectively communicate with group and stakeholders</li> <li>• Demonstrate respectful behavior to group member ideas and opinions</li> <li>• Explain the difference between needs and wants. Analyze their own needs and wants to determine importance (prioritize).</li> <li>• Develop plans to achieve their most important needs and wants.</li> </ul>	<b>9<sup>th</sup>-12<sup>th</sup> Grades, 21<sup>st</sup> Century Skills</b>
<b>Action</b>	<b>Class Service Project</b>	<ul style="list-style-type: none"> <li>• Collaborate effectively with other teams/team members toward a common goal</li> <li>• Plan and manage activities to develop a solution or complete a project</li> </ul>	<b>9<sup>th</sup>-12<sup>th</sup> Grades, 21<sup>st</sup> Century Skills</b>

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<p style="text-align: center;"><b>Reflection</b></p>	<p style="text-align: center;"><b>Photo Reflections</b> (Begin at investigation phase of project)</p>	<ul style="list-style-type: none"> <li>• W.9-10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</li> <li>• Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</li> <li>• Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</li> <li>• W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</li> <li>• Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome</li> <li>• Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</li> </ul>	<p style="text-align: center;"><b>9<sup>th</sup>-12<sup>th</sup> Grades, English Language Arts (W.9-10.3, 11-12.3)</b></p>
	<p style="text-align: center;"><b>Citizenship Reflection</b></p>	<ul style="list-style-type: none"> <li>• Determine people’s strengths and assign roles accordingly</li> <li>• Recognize own and other’s good efforts</li> </ul>	<p style="text-align: center;"><b>9<sup>th</sup>-12<sup>th</sup> Grades, 21<sup>st</sup> Century Skills</b></p>
<p style="text-align: center;"><b>Demonstration &amp; Celebration</b></p>	<p style="text-align: center;"><b>Demonstration Video</b></p>	<ul style="list-style-type: none"> <li>• Students use technology to gather appropriate data, analyze its application to a task, and assess its effectiveness in order to design, develop, and test possible solutions that assist students in making decisions.</li> </ul>	<p style="text-align: center;"><b>9<sup>th</sup>-12<sup>th</sup> Grades, 21<sup>st</sup> Century Skills</b></p>