

FACILITATOR GUIDE: Planning a Service Project

GRADE: 6th - 8th

CONCEPTS & SKILLS:

Technology Literacy

- **21.6-8.TL.4 Use critical thinking skills to conduct research, solve problems, and make informed decisions using appropriate technological tools and resources**
 - Effectively use multiple technological resources to develop a systematic plan for conducting research. Develop possible solutions or a complete product to demonstrate knowledge and skills.
 - Analyze and evaluate information from a variety of perspectives and resources in order to assess multiple solutions and investigate them from differing viewpoints.

MATERIALS & RESOURCES:

- Records, photos and notes from earlier projects
- Brainstorming Rules from Studio 1151
- Stickers (2-3 per student)
- Flip chart and markers
- Lists of resources such as (feel free to add to this list)—
 - 350.org- <http://www.350.org>
 - 4-H Service Learning <http://www.extension.iastate.edu/4h>
 - Celebrate Urban Birds Event Planning <http://www.birds.cornell.edu/celebration/promote>
 - Eco Hatchery <http://www.ecohatchery.com>
 - Keep America Beautiful <http://www.kab.org/site/PageServer?pagename=index>
 - KidsGardening.org <http://www.kidsgardening.com/kgn-current.html>
 - Youth Service Grants <http://www.ysa.org/grants>

PRESENTATION:

Review the activities that the class has done to assess the environment around the school and community—

- Earth Faces a Serious Problem, Lorax & The Story of Stuff, People for the Planet, Water, Water Everywhere, and Water Around the World and others

Ask them to brainstorm things that could be improved, and things that are great just the way they are.

DIRECTIONS:

1. Make a list of things they like and things they don't like, on a flip chart.
2. Have them get together in groups of three, and give each group three stickers to place on the top three things they would like to change.
3. Give the small groups about 5 minutes to decide on the three things they are going to put their stickers on (if they want to, they can put all 3 stickers on 1 or 2 items).
4. Have the groups come up and put their stickers on the flip chart next to the three things they decided. The item with the most stickers is the **WHAT** they are going to work to change.
5. Have students work in pairs to create a list of ideas for **HOW** to change the **WHAT**.
6. Have pairs join to make groups of four. Have the groups of four eliminate all ideas that are NOT on BOTH pairs' lists.
7. Have the groups of four take turns telling their ideas to the whole group. Have them listen carefully, and cross out any ideas that are similar to theirs. Put this new list of ideas on the flip chart as the groups share their ideas.
8. Give each child one sticker and have them put their sticker on the idea they like the best. If you want to have them work in groups again, have them form groups of three, but different groups from the last time.
9. Put the idea with the most votes in the middle of a chalkboard or bulletin board. Leave room around it to map their ideas for action steps.
10. Have students work in their groups of four to list action steps for accomplishing the goals they just set. Ask the groups to draw or write the action steps on the board as they list them.

11. Ask one of the students to copy down the map when it is finished (unless you have a Smart Board).
12. List the action steps, and identify **WHEN** they are going to be accomplished. Put a date beside each action step.
13. Begin your service project (see Service Project Lesson Plan).

TIME:

60 minutes

PROCESSING THROUGH THE SIX PILLARS:**WHAT:**

- What is the need for the service project?
- How does your understanding of Clean & Green help in your choice of service project?
- Who or what will you help?

SO WHAT:

- What expectations do you have about your service project experience?
- As we talked about 'how the project will proceed'...Is there anything that makes you feel uncomfortable, unprepared, or ready to get started?
- Does your service project make maximum use of the team players? Does everyone have full participation?

NOW WHAT:

- Do we have agreement with the plan?
- If not full agreement, are there questions to answer first?
- If you do not fully agree, do you have an alternative to offer the group?



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Brainstorming

Throughout the early stages of your project, your team will have to answer several "what", "why", and "how" questions. One of the best ways to do this is to brainstorm. The following information is provided by the Studio to aid you in this endeavor.

Brainstorming Rules:

- Collect as many ideas as possible from all participants with no criticisms or judgments made while ideas are being generated.
- All ideas are welcome no matter how silly or far out they seem. Be creative. The more ideas the better because at this point you don't know what might work.
- Absolutely no discussion takes place during the brainstorming activity. Talking about the ideas will take place after brainstorming is complete.
- Do not criticize or judge. Don't even groan, frown, or laugh. All ideas are equally valid at this point.
- Do build on others' ideas.
- Do write all ideas on a flipchart or board so the whole group can easily see them.
- Set a time limit (i.e., 30 minutes) for the brainstorming.

Brainstorming Sequence:

1. One team member should review the topic of the brainstorm using "why", "how", or "what" questions.
 - *Example:* The topic for the brainstorm is developing a training course on automobiles. What should we focus on as the content?
2. Everyone should think about the question silently for a few moments. Each person might want to jot down his/her ideas on a sheet of paper.
 - *Example:* Types of cars; (2) Parts of cars; (3) Car manufacturers; (4) Categories of cars; (5) How cars work.

3. Everyone suggests ideas by calling them out. Another way is to go around the room and have each person read an idea from his/her list until all ideas have been written on the board or flipchart. (Note: The team member in charge of the brainstorming session should be enforcing the rules.)
4. One team member writes down all ideas on board or flipchart.

Making the final selection:

1. When all the ideas have been recorded, combine ideas as much as possible, but only when the original contributors agree. *Example:* (1) Types of cars and (4) Categories of cars (from example under #2 above) are really the same, so number 4 is eliminated.
2. Number all of the ideas.
3. Each member votes on the ideas by making a list of the numbers of the ideas he/she thinks are important or should be discussed further. This list should contain no more than one third of the total number of ideas.
4. After counting the votes, cross out ideas with only one or two votes. Then vote again until only a few ideas remain (i.e., 3 or 4). If there is no clear-cut winner, then vote again or discuss the remaining ideas and determine which idea best answers the original question.

Studio 1151: Brainstorming Maricopa Center for Learning and Instruction (MCLI)
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The net Connection at MCLI is Alan Levine Questions? Comments? Visit our
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