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## ABSTRACT

This planning guide contains tools for youth development programs, schools, and youth aged 11-21 years from all backgrounds who are working on team projects in their communities. The tools are designed to help young people structure and implement successful projects and provide a means for them to recognize and assess what they have learned through a reflection process. This facilitator's guide covers each tool in the youth guide, with field-based suggestions for use of the tools, small- and large-group activities, and points of discussion. It provides suggestions for helping young people get started on a project, tailoring the tools to their needs and helping them document and reflect on the finished product. The guide also contains exemplary project descriptions and profiles. The four sections include: (1) "Thinking about Project Learning" (e.g., why use project-based learning and connecting project-based learning to national and local standards); (2) "Elements of a Successful Team Project" (e.g., what project-based learning looks like, project-based learning essentials, and the facilitator's role); (3) "Using the Tools" (preliminary thinking, project planning, getting the big picture, the master plan, implementing, and reflecting); and (4) "Enrichment and Extensions" (tools and resources). (SM)

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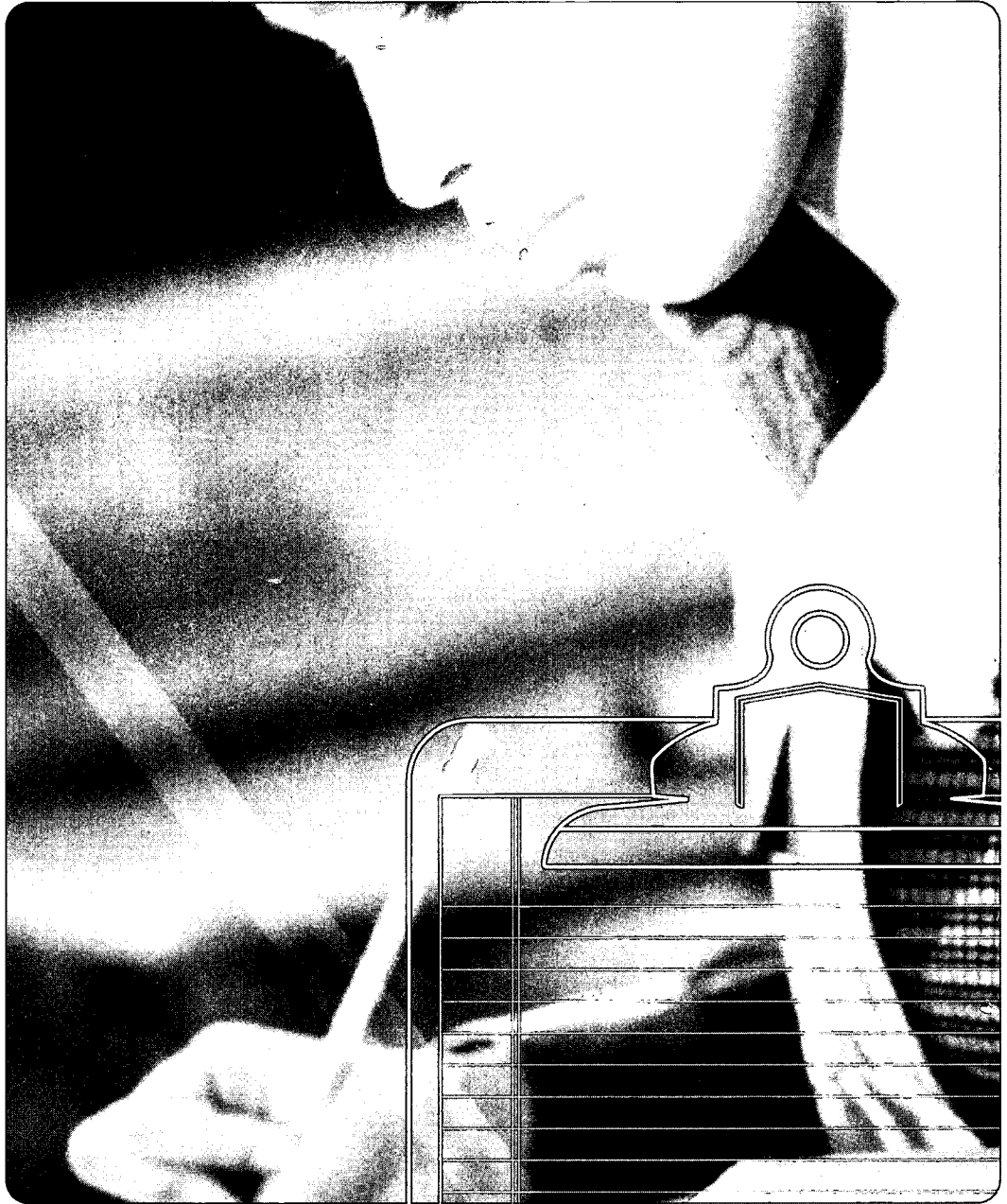
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# Everyone's Guide to Successful Project Planning:

TOOLS FOR YOUTH

**FACILITATOR GUIDE**

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# Everyone's Guide to Successful Project Planning:

## TOOLS FOR YOUTH

Written by  
Keisha M. Edwards

## FACILITATOR GUIDE

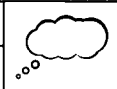
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## Preface

*EVERYONE'S GUIDE TO SUCCESSFUL PROJECT PLANNING: TOOLS FOR YOUTH* is the culmination of professional, and personal relationships with youth program participants and leaders from across the country. The Education, Career, and Community Program (ECCP) at the Northwest Regional Educational Laboratory (NWREL) has a strong commitment to youth leadership.

### WE BELIEVE IN:

- ➔ Fostering and nurturing positive youth development
- ➔ Listening carefully to the voices of youth — to what they are saying and what they are not saying
- ➔ Encouraging youth to make active and self-directed contributions to community development and community change

It is this commitment that led us to, and through, the development of *EVERYONE'S GUIDE TO SUCCESSFUL PROJECT PLANNING* — a tool for youth-development programs, schools, and, of course, the young people from all walks of life who are engaged in community projects.

We have conducted many workshops and staff development sessions with both young people and their adult facilitators to guide us in the conceptualization and development of this product. Every time we shared these materials, we learned something new from all the participants. Their voices, experiences, and direct advice helped shape the foundation of *EVERYONE'S GUIDE TO SUCCESSFUL PROJECT PLANNING* and were the inspiration for many of the tools and resources.

Many voices, perspectives, and insights from around the country contributed to the design and development of this product. The initial inspiration for the *Youth Guide* evolved from work with a small community-based organization in Savannah, Georgia through the Community Change for Youth Development project led by Public/Private Ventures (P/PV) in Philadelphia, Pennsylvania.

So at the top of the list of people to acknowledge is Carol Clymer, Senior Program Officer at P/PV. Highly respected in the field of youth development, she is the epitome of professional collegiality. Thank you, Carol.

The following reviewers offered direction and guidance for the *Youth Guide*: Kit Abney, The Austin-Travis County Health and Human Services, Austin, Texas; Art Rzasa, English Teacher, Corvallis, Montana; Patricia Bernal, Youth Organizer, Austin, Texas; Howard Knoll, Stanley M. Isaacs Neighborhood Center, New York; Andrew Mason, Open Meadow Learning Center CRUE Program, Portland, Oregon; Patricia Robertson, Science Teacher, Portland, Oregon; Jose Ruben Sandoval, Youth Organizer, Austin, Texas; Amanda Wember, Year One, Denver, Colorado; Ben Wood, Cornell Cooperative Extension, Ithaca, New York. Thank you for your honest and critical feedback.

Many youth and adults in programs across the country allowed NWREL staff to observe and interview them. We especially want to acknowledge Dennis Harper, Craig Costello, Scott LeDuc, and James Smith, Generation www.Y; Ani Kameenui, Whole Earth Kids; Joey August and students, Community 101; Dave Hoskins, Eagle Rock School; Eric Braxton, Philadelphia Student Union; Karen Feldman, Youth in Action; Robby Rodriguez and Karlos Schmieder, Southwest Organizing Project; Richard Halpin, Chester Steinhauser, and Mark Kohlhaas, American YouthWorks, Casa Verde Builders; Bouapha Toommaly, Asian Youth Advocates; Stacey Kono, Asian Women Immigrant Advocates; Sue King, Youth for Environmental Service; Shawn Genwright, Leadership Excellence; Chizzie Brown, Sir Francis Drake High School. Thank you for your insight, your expertise and your generosity; you will help make the path easier for all others who follow you.

The production team at NWREL included Wendy Anderson, Andrea Baker, Judy Blankenship, Louis Cohen, Leslie Haynes, Nicky Martin, Rich Melo, Cerise Roth-Vinson, Shelley Washburn, and Laura Wyckoff. They assisted with research, writing, editing, phone surveys, and site visits. The Visual Resources Society in Portland, Oregon designed the youth and facilitator guides, and we thank Lis Charman and Rob Bonds for their work on this project. Thank you all for your creativity, perseverance, and commitment to young people.

Finally, the most important contribution to this effort comes from youth all over the country who are helping to build healthy communities. This guide is dedicated to them.

— *Keisha Edwards*  
NWREL, 2000

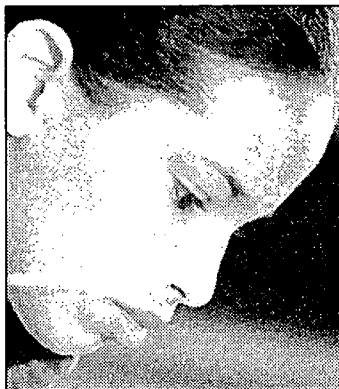
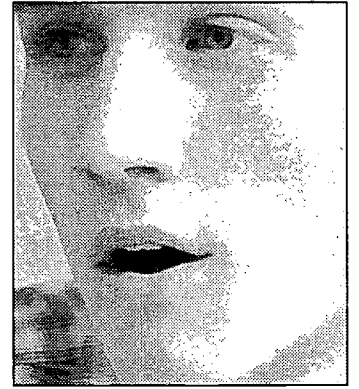
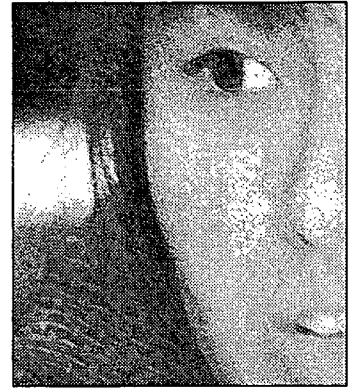
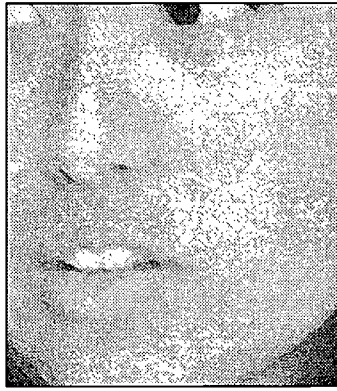
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# Thinking About Project Learning

**TOOLS FOR PROJECT SUCCESS**







# Thinking About Project Learning

## **ABOUT** EVERYONE'S GUIDE TO SUCCESSFUL PROJECT PLANNING: TOOLS FOR YOUTH

*EVERYONE'S GUIDE TO SUCCESSFUL PROJECT PLANNING* is for young people of all backgrounds — from 11 to 21 years old — who are working on team projects in their communities. While the words youth and young people suggest adolescents, many of the activities and materials here are appropriate and useful for young adults in their twenties as well.

*There are two main components to*

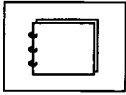
*EVERYONE'S GUIDE TO SUCCESSFUL PROJECT PLANNING:*

- ➔ *the Youth Guide*
- ➔ *this Facilitator Guide.*

Think of these as a tool chest, providing a variety of tools from which facilitators and young people can pick and choose according to program needs, age group, and time available for the project.

The tools in *EVERYONE'S GUIDE TO SUCCESSFUL PROJECT PLANNING* have two primary objectives. The first is to help young people structure and carry out a successful project, such as service learning in the neighborhood or school fundraising. The second objective is to provide a means for young people to recognize and assess what they have learned through a reflection process. A well-structured and clearly documented project will provide young people with tools and materials they can apply to school, to future work, and to their personal lives.

For your convenience, both a spiral-bound copy and a set of camera-ready originals of the *Youth Guide* are included in **EVERYONE'S GUIDE TO SUCCESSFUL PROJECT PLANNING**. From the set of camera-ready originals, you can print and bind a complete text for each youth in your program or print up selected pages for the young people to insert in their notebooks.



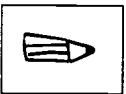
The *Youth Guide* contains focused, sequential activities that connect young people's learning before, during, and after their project. The young people can work both individually and in teams to complete the activities. The *Youth Guide* includes six sections, each designed to help young people successfully plan, carry out, document, and reflect on a community-based learning project:

**1 | PRELIMINARY THINKING**



Through a series of youth-centered activities, including a self-portrait, young people consider the benefits of a team project and how they might improve their community, as well as their own skills, in the process.

**2 | PROJECT PLANNING**



Young people identify a problem, issue, or need in the community and test their ideas on parents, neighbors, teachers, and friends.

**3 | GETTING THE BIG PICTURE**



These activities help youth explore all the elements and skills that are involved in any project or job. Young people practice identifying all aspects of an industry by analyzing their favorite restaurant.

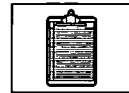
#### 4 | YOUR MASTER PLAN

Youth state their goals, decide upon the actions necessary to complete those goals, and create a timeline for their project.



#### 5 | DOING

Young people learn to keep a project log and a time-management form and learn to see the connections between their community and classroom work.



#### 6 | REFLECTING

Youth reflect on their project — its goals, successes, and areas for improvement. They evaluate their own and their team's performance and consider the project as a whole. This is an opportunity for young people to judge the merits of the project for themselves and their community.



In addition to these sections, the *Youth Guide* includes short project descriptions or snapshots of community-based projects from around the country, which give young people more information about the process and benefits of project-based learning.

## FACILITATOR GUIDE

The *Facilitator Guide* is a flexible resource intended for the adult facilitator/leader of a community-based project where youth are using *EVERYONE'S GUIDE TO SUCCESSFUL PROJECT PLANNING*. This guide covers each tool in the *Youth Guide*, with practical, field-based suggestions for use of the tools, small- and large-group activities, and points of discussion.

This volume provides hints and strategies for how to help young people get started on a project, how to tailor the tools to their needs once the project is underway, and suggestions for helping youth document and reflect on a finished project. This guide also contains project descriptions or profiles that you can use as exemplary models for young people to read and consider.

How you use the tools in this volume is up to you. *EVERYONE'S GUIDE TO SUCCESSFUL PROJECT PLANNING* offers a continuum of opportunities to help you develop the breadth and depth that is right for your group.

What this guide does **not** cover is how to organize the logistics of projects — for example, recruitment, staff development, or project management. Neither does it cover background research on community-based learning or service learning, child labor laws, or liability issues. Those are all principles and issues that will need your attention before you integrate these materials into your programming.

Another important element is evaluation. There are many measures of success, such as community benefits, increased self-esteem, increased academic achievement, improved attendance patterns, etc., but in general, the most applicable types of evaluation are overall program evaluation and assessment of the work young people do on the project.

The project as a whole can be evaluated by looking at its impact on the community and on the lives of the young people. To assess the work of individual young people, you can measure the quality and enthusiasm they put into their work through their writings, portfolios, exhibitions, tests, videos and performances. *In the Tools & Resources section of this guide, you will find helpful resources on evaluation and assessment to help you design a process that addresses the goals set by your program.*



## WHY PROJECT-BASED LEARNING?

## STATISTICS ON PROJECT LEARNING

Project-based learning is a form of hands-on, contextual learning that integrates young people's interests with the "real world" and gives young people a voice in what they learn.

Instead of receiving knowledge as they might through more traditional teaching models, students "learn as they do" during project learning. They play an active role in identifying their subject and in choosing and creating the activities they will pursue. Project-based learning tests and strengthens young people's skills and brings meaning to the work they are doing in the classroom. It builds a sense of optimism and hope, develops collaboration and problem-solving skills, and gives youth a stake in their community.

Community-based learning projects address many of the developmental needs that young people experience during adolescence. We know, for example, that teenagers need opportunities to explore their physical world and learn from their experiences. They need to formulate positive relationships with peers and adults, to begin to "find" themselves, and gain an understanding of how they "fit in" in the world. Adolescents need to participate in meaningful activities, to express themselves creatively, to grow through decision-making and leadership roles, and to feel they can make a difference in their world. Finally, young people need to be recognized for their accomplishments.

For young people to successfully engage in active learning through civic participation, they need adult support and guidance, a solid program structure, and clear limits. Most young people (like most adults) learn best by doing, and community projects offer a way for young people to "try on" different roles, share their talents, and gain new skills in "real world" settings. A well-structured and skillfully managed project is an effective vehicle for healthy youth development.

*Based on recent interviews with young people during site observations, NWREL staff gathered the following:*

**SURVEY SAYS:** Nine out of 10 young people who participated in a project said that they now feel better prepared to plan another project from beginning to end.

**SURVEY SAYS:** 75 percent of young people who were involved in a project believe that the things they learned from their experience related to other areas in their lives.

**SURVEY SAYS:** The majority of the young people who participated in a project say that people in the community directly benefited as a result of their work on the project.

**SURVEY SAYS:** Nine out of 10 young people involved in a project say their ideas were respected and considered when group decisions were made.

**SURVEY SAYS:** Roughly three-quarters of young people say they learned new skills as a result of their work on a project.

**SURVEY SAYS:** Young people who participated in a project say they would invite others to join them if they were going to do another project.

**SURVEY SAYS:** When all was said and done, almost 100 percent of the young people who participated in a project felt like they met the goals they set out to accomplish at the beginning of the project.

## CONNECTING PROJECT LEARNING TO NATIONAL AND LOCAL STANDARDS

Many of the activities in *EVERYONE'S GUIDE TO SUCCESSFUL PROJECT PLANNING* are based on these frameworks:

- **SCANS (Secretary's Commission on Achieving Necessary Skills)**
- **ALL ASPECTS OF THE INDUSTRY (AAOI)**
- **NATIONAL YOUTH DEVELOPMENT STANDARDS**
- **ACADEMIC STANDARDS**

These frameworks are widely recognized and supported by field-based studies and youth-development research. In addition, they are solid and broad enough for youth program workers, educators, and counselors to integrate them creatively into existing programs. Although the frameworks may overlap somewhat, together they provide a strong foundation for project planning and they support the interconnectedness of a young person's home, school, and work life.

## SCANS

“What Work Requires of Schools,” a 1991 federal report, identifies the skills and competencies that are required for success in any occupational area. The message is that schools and youth organizations should take a level of responsibility for teaching these skills to young people. Many states have identified career- or work-related learning goals to which all students will be held accountable, and the SCANS skills and competencies can be found embedded in most of them. The skills are as follows:

### FOUNDATION SKILLS

- ➔ **BASIC SKILLS:** reading, writing, and mathematics; speaking and listening
- ➔ **THINKING SKILLS:** the ability to learn, to reason, to think creatively, to make decisions, and to solve problems
- ➔ **PERSONAL QUALITIES:** individual responsibility, self-esteem and self-management, sociability, and integrity

### COMPETENCIES

- ➔ **RESOURCES:** allocate time, money, materials, space, and staff
- ➔ **INTERPERSONAL SKILLS:** work on teams, teach others, serve customers, lead, negotiate, and work well with people from culturally diverse backgrounds
- ➔ **INFORMATION:** acquire and evaluate data, organize and maintain files, interpret and communicate, and use computers to process information
- ➔ **SYSTEMS:** understand social, organizational, and technological systems; monitor and correct performance; design or improve systems
- ➔ **TECHNOLOGY:** select equipment and tools, apply technology to specific tasks, and maintain and use computers to process information

*Refer to the Tools & Resources section for the SCANS Web address.*





## ALL ASPECTS OF THE INDUSTRY (AAOI)

AAOI is a framework for learning that broadens awareness and gives the “big picture” perspective. The basis of AAOI is the belief that narrow job skills are not enough to succeed; for example, a student learning carpentry skills should also learn all aspects of the construction field, from how to bid a small job to how to start a small business. AAOI is an approach to learning that emphasizes broad transferable knowledge rather than job-specific skills.

*The following eight areas constitute the basis of AAOI:*

- Planning
- Management
- Finance
- Technical and production skills
- Underlying principles of technology
- Labor and human resources
- Community issues
- Health, safety, and environmental issues

Although AAOI began with vocational and technical education, it is also a helpful lens for students to use in planning their projects, be they senior projects, service projects, or internship projects, so that the learning is relevant and transferable. Many activities in the *Youth Guide* employ the AAOI framework.



*Refer to the Tools & Resources section for material on AAOI in the the Center for Law and Education Web site.*

## NATIONAL YOUTH DEVELOPMENT STANDARDS

Positive youth development is a philosophy of engaging youth as co-creators of their futures. It is grounded in the belief that young people are competent and capable and that youth programs need to care for and communicate with their participants carefully, consistently, and with genuine faith in their future success.

The U. S. Department of Health and Human Services, Family and Youth Services Bureau, has published a list of positive youth development elements for programs to address. These elements, published in *Reconnecting Youth and Community: A Youth Development Approach*, include:

- A sense of personal safety
- Structure
- A sense of belonging or membership
- A sense of self-worth that is predicated on achievement and character
- Mastery of skills
- Access to learning opportunities beyond the classroom
- Responsibility
- Spirituality
- Self-awareness
- Support and guidance from caring adults

*Refer to the Tools & Resources section for additional information on positive youth development. One source is The Search Institute, a national organization at the forefront of advancing the well being of adolescents and children. The Search Institute defines youth development in terms of “developmental assets,” another useful framework in project design.*



## ACADEMIC STANDARDS

In addition to the above three frameworks, community-based projects can be an effective vehicle for addressing state and local academic standards. For example, a recycling project could pose the following standards-based questions. These examples use Oregon's academic benchmarks, but are illustrative of those found in other states as well.

### QUESTION

**When and for what reasons did recycling gain a strong support base locally, nationally and globally?**

### POSSIBLE ACADEMIC BENCHMARKS

**HISTORY AND NATURE OF SCIENCE:** Analyze advances in science and technology that have had important, long-lasting effects on science and society.

**SCIENTIFIC INQUIRY:** Collect and organize sufficient data by using methods and procedures that support analysis.

**LIFE SCIENCE:** Describe and analyze the effect of species, including human, on an ecosystem.

### QUESTION

**What is the cost benefit of starting and maintaining a recycling program at a workplace?**

### POSSIBLE ACADEMIC BENCHMARKS

**MATH:** Use estimations to solve problems and check the accuracy of solutions.

**ALGEBRA:** Represent information using translating works, tables, graphs and symbols.

**MATHEMATICAL PROBLEM-SOLVING:** Understand and formulate a problem within a context; select or provide relevant information.

## ACADEMIC STANDARDS (Continued)

### QUESTION

**How can we help the public become better informed about the benefits of recycling?**

### POSSIBLE ACADEMIC BENCHMARKS

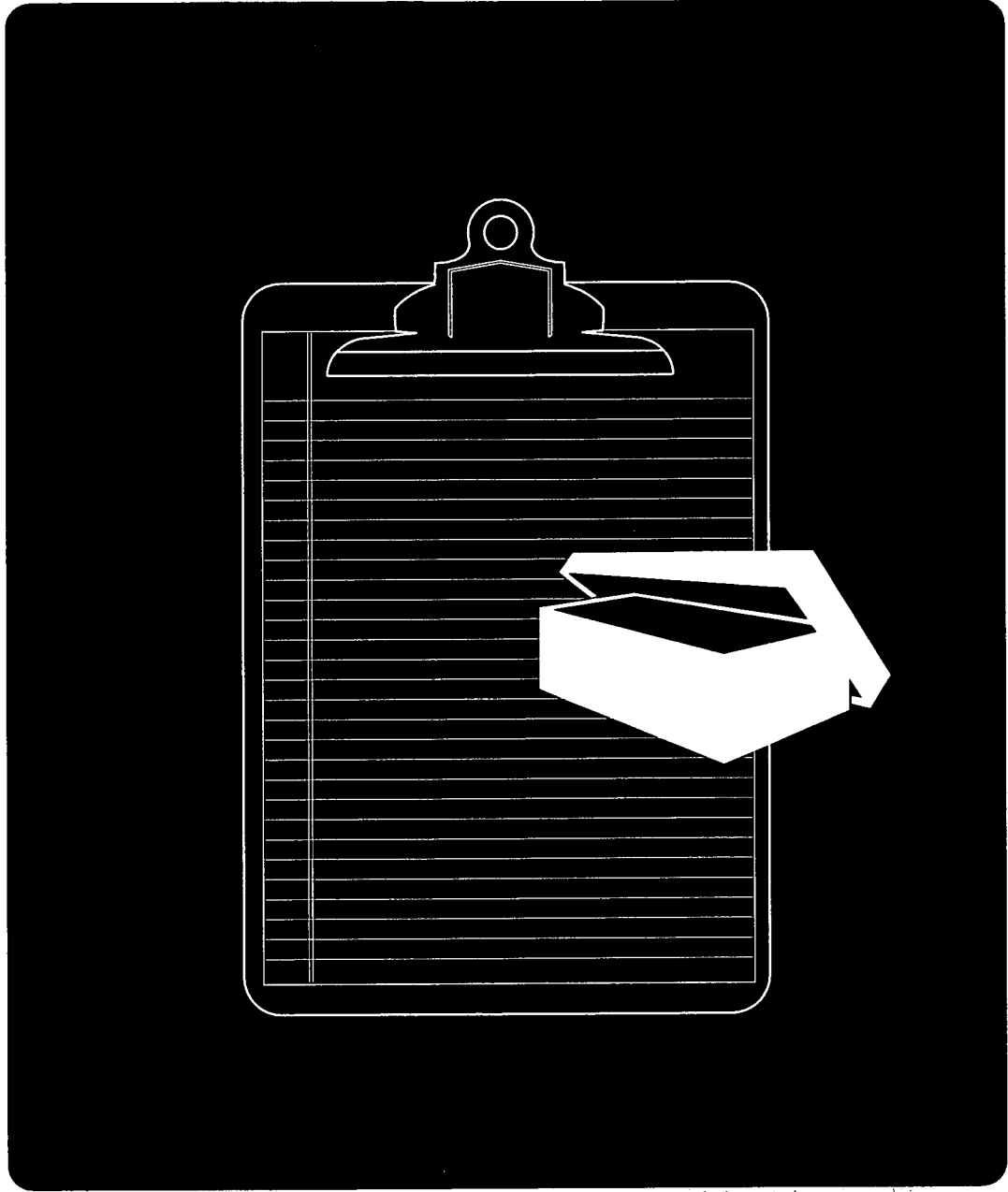
**WRITING:** Locate information and clarify meaning by using tables of contents, glossaries, indexes, headings, graphs, charts, diagrams, tables and other reference sources.

**COMMUNICATION:** Use a variety of descriptive and accurate words and visual aids appropriate to audience and purpose.

**STATISTICS:** Create, interpret, and analyze charts, tables, and graphs to display data, draw inferences, make predictions, and solve problems.

*Finally, also included in the Tools & Resources section is a community-based project called "Getting Brenda In Out of the Rain." Although it was designed originally to build a wheelchair ramp for a local family, it is presented here as an example of how to link projects to academic standards.*





# Elements of a Successful Team Project

**TOOLS FOR PROJECT SUCCESS**

## II Elements of a Successful Team Project

### WHAT DOES PROJECT-BASED LEARNING LOOK LIKE?



A good project connects academic, life, and work skills and demands critical thinking and problem solving. It has a beginning, middle, and end and takes more than one week to complete. Youth, adult facilitators, and community partners design the project in concert, and it results in a final product or presentation.

*Project-based learning can include:*

- ✓ SERVICE-LEARNING PROJECTS
- ✓ SCHOOL-BASED ENTERPRISES
- ✓ YOUTH-DESIGNED FUNDRAISERS
- ✓ SENIOR PROJECTS
- ✓ YOUTH-EMPLOYMENT PROJECTS



Included throughout the *Youth Guide* pages are short descriptions or snapshots of youth projects from around the country. In addition, within this volume you are now reading, you will find longer project profiles that tell the stories of exemplary community-based projects for you to use as can use as models and inspiration.



See the “Project Idea List” and “Project Checklist” in the *Tools & Resources* section for suggestions on how to guide your own successful project planning and evaluation.

## PROJECT-BASED LEARNING ESSENTIALS

When laying the foundation of a project, the adult facilitator should keep in mind these fundamental principles.

*The foundation should include:*

- \* Promoting youth “buy-in”
- \* Facilitating youth-centered and -driven projects
- \* Building an understanding of “the big picture”
- \* Helping young people develop a clear vision and plan of action
- \* Creating opportunities for practicing talents and developing new skills
- \* Encouraging reflection
- \* Honoring diversity
- \* Having fun and celebrating success

## PROMOTING YOUTH “BUY-IN”

Young people need to know “what’s in it for them” when they participate in a community project. Conducting team-building activities, identifying individual goals, and completing interest inventories and skills assessments at the outset of a project help young people recognize what they might gain from a team project.

When youth join a ready-made project without having been a part of the initial planning process, it is especially important for adult facilitators to provide background and open discussion before work begins. Provide opportunities for youth to ask questions about how and why the project was designed and what input they might have in determining its course. In the discussion, emphasize the value of having a voice in the community, the benefits of networking and mentoring with adults, and the importance (and fun!) of testing their talents and skills and stretching to learn new ones.

### *Youth Guide* tools that promote youth buy-in:

- A Team Project...What’s in It for Me? (Preliminary Thinking)
- About Me (Preliminary Thinking)
- Personal Strengths/Areas to Improve (Preliminary Thinking)
- Teamwork/What Strengths Do I Bring to a Team? (Preliminary Thinking)
- Project Goals/Personal Goals (Project Planning)
- Project Snapshots and Profiles



## FACILITATING YOUTH-CENTERED AND -DRIVEN PROJECTS

It is important that young people feel they “own” their project. The role of the facilitator is to guide and support young people in their efforts, and to help them learn from their experience. Letting youth take charge of a project can be an inefficient and “messy” process. But a youth-driven project will give young people the opportunity to see that they worked hard, solved problems, and made a difference in their community. These are the lessons that will stay with them long after the project is done.

*Youth Guide* tools that promote youth-centered and youth-driven projects:

- Identify the Problem, Issue, or Need (Project Planning)
- Project Goals/Personal Goals (Project Planning)
- What Do Others Think? (Project Planning)
- Community Connection (Project Planning)

## BUILDING AN UNDERSTANDING OF “THE BIG PICTURE”

To benefit from a learning project, young people need to gain an understanding of “the big picture” of their project, using the framework of All Aspects of the Industry (AAOI). In future projects or jobs (and in life management), young people will find that this systems perspective is essential knowledge.

*Youth Guide* tools to help youth see “the big picture” of a project:

- Thinking Big (Getting the Big Picture)
- All Aspects of Your Project (Getting the Big Picture)
- All Aspects of Eating Out (Getting the Big Picture)

## HELPING YOUNG PEOPLE DEVELOP A CLEAR VISION AND PLAN OF ACTION

Components to successful youth projects include goal making, defining roles, and recognizing the responsibilities that go along with each role. The young people need to know what other team members are doing and how this relates to their own activities. When youth feel disconnected from the objectives of a project, their confusion and apathy can interfere with the success of the project and their learning. Early goal setting and discussion are one way to ensure that youth are focused and involved.

Although establishing a vision and clear action plan are part of the preliminary thinking and planning stage, both require constant “upkeep.” Regular check-ins with the youth during the project will provide opportunities to review the vision and plan of action, make sure that everyone understands teamwork, roles, and responsibilities — and determine whether the project is on track. This is important not only for the young people and adult facilitators, but also for the community partners and parents. And remember, flexibility is key! The initial plan of action should be open to change and ready for revision.

### *Youth Guide* tools to help youth develop a clear vision and plan of action:

- Identify the Problem, Issue, or Need (Project Planning)
- Make a Master Plan: 7 Steps (A Master Plan)

## CREATING OPPORTUNITIES FOR PRACTICING TALENTS AND DEVELOPING NEW SKILLS

Project-based learning provides young people the opportunity to practice their talents in arenas where they have usually had little access. It allows them to develop new skills in a nurturing environment, with support from adults.

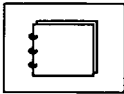
*Youth Guide* tools to help youth recognize their talents and document the development of new skills:

### Personal Strengths/Areas to Improve

- Job Skills (Reflecting)
- Teamwork/What Strengths Do You Bring to a Team? (Preliminary Thinking)

## ENCOURAGING REFLECTION

To benefit fully from a community project, young people need to reflect on what they have learned both during the project and after it is done. Guided reflection helps young people document learning and provides a framework for putting their new skills and knowledge to work.



All the activities young people engage in to document their experience with a community project can be maximized by connecting them to other aspects of the project and to the young people's lives outside of the project. For example, journal entries can be used in final reflection activities to provide material for a community newsletter, or they can be included in a student's portfolio.

***Youth Guide*** tools to help youth reflect on their project and communicate what they have learned:

- **What is a Project Log? (Doing)**
- **Giant Job List (Doing)**
- **Success (Reflecting)**
- **Reaching My Goals (Reflecting)**
- **Surprise! (Reflecting)**
- **Teamwork (Reflecting)**
- **My Teamwork Skills (Reflecting)**
- **Job Duties (Reflecting)**
- **Job Skills (Reflecting)**
- **From Others' Perspectives (Reflecting)**
- **From My Perspective (Reflecting)**

## HONORING DIVERSITY

Honoring and promoting diversity should be an underlying principle of all group projects — not just within the team of young participants, but also in their relations with the community. Within the group, project participants need to feel they “own” the project equally; all young people must have a voice and a role in the project. Diversity extends into the community as well, with youth sharing experiences with people of all ages and backgrounds and exploring non-traditional or under-represented careers.

*A Youth Guide* tool to help youth understand and honor diversity:

- **Teamwork/What Strengths Do I Bring to a Team?**  
(Preliminary Thinking)

## HAVING FUN AND CELEBRATING SUCCESS

Having fun and celebrating success are critical to effective project-based learning. Some young participants in team projects have difficulty with traditional academic settings. During projects, they can learn to approach work and life challenges with humor, passion, and joy.

## THE FACILITATOR'S ROLE

For many adults, working with young people in projects means creating new ways of thinking about young people and working with youth. It may mean throwing out the old or traditional student/teacher relationship and assuming the new role of "facilitator."

### Old School

*(traditional "teacher" mode of thinking)*

- Telling
- Adult knowing everything
- Privacy/Isolation
- Doing things the "same old way"
- "Because I said so"
- Adults in charge coaching & modeling

### New School

*("facilitator" mode of thinking)*

- Young person explores
- Collaboration between adult Facilitators and between youth and adults
- Creative approach to projects/issues
- Sharing a dialogue with young people about issues in a "real" way
- Youth in the driver's seat

## A WORD ABOUT EFFECTIVE COMMUNICATION

As facilitator, it is essential that you connect everyone involved in the project through regular communication. This includes community partners, parents, funders, and other stakeholders in the project.

*Here are a few tips for effective communication:*



- **THE PARTNER/PARTICIPANT CHECK-IN.** Set a regular time (once a week, or once every two weeks) when all involved parties come together to discuss the progress of the project. This offers participants an opportunity to share successes and challenges and helps ensure that everyone is “on the same page.” With short-term projects (2-3 weeks), everyone should meet at least once mid-project. In addition, consider inviting those not usually included; for example, invite the site coordinator to a check-in meeting if you’re at a neighborhood center. Communication and outreach help ensure the success and sustainability of your project.
  
- **THE NEWS UPDATE.** If you are planning a long-term project (3-9 months), consider providing regular, up-to-date news to inform participants, partners, and other interested persons on project progress. This could include any media product such as weekly flyers, Web pages, upcoming events postcards, newsletters, video or slide shows, a photo or memento board, or even radio announcements. Have the young people involved in the project take charge of this communication tool. Young people can gain planning and technical skills by producing such a tool, and the finished piece will be a useful addition to their portfolios.



# Using the Tools

**TOOLS FOR PROJECT SUCCESS**





## Using the Tools

In this section, you will find specific suggestions for using the tools in *EVERYONE'S GUIDE TO SUCCESSFUL PROJECT PLANNING* as well as general suggestions for additional activities. You can build many alternatives and extensions around each tool, depending on the time you have available and the specific skills you are targeting.

When designing activities, keep in mind that most young people enjoy creative, fun activities that have them “doing.” Identify specific goals and outcomes and share these with the participants. Also, remember to have the young people save in a notebook, or otherwise document, any “products” that result from their participation. You might show an example of a binder with a creative cover, full of mementos, photographs, business cards, and resource lists. Emphasize that the binder will be their personal record of the team project and that it constitutes a portfolio. Mention the importance in today’s work world of being able to show concrete evidence of hands-on experience, acquired skills, and the ability to organize information. If appropriate, talk about the importance of portfolios in school and in applying for jobs. Refer to the ideas in the Enrichment & Extensions section for ways to modify and implement these tools.

### 1 PRELIMINARY THINKING

The Preliminary Thinking section of the *Youth Guide* includes these activities:

- > A Team Project...What's in It for Me?
- > Projects A-Z
- > About Me
- > Personal Strengths/ Areas to Improve
- > Human Relations on the Job
- > Teamwork/What Strengths Do I Bring to a Team?
- > Workplace Word Search I
- > Workplace Word Search II

## USING THE TOOLS IN PRELIMINARY THINKING

### A TEAM PROJECT... WHAT'S IN IT FOR ME?

This survey is best used as part of an introductory session with project participants, when everyone is getting to know one another and an adult facilitator is laying the groundwork for youth buy-in. The activity can be done in about 15 minutes and should be kept lively and brief.



#### IDEAS FOR USE

### A Team Project...What's in it For me?

- \* Give the young people a few minutes to rank their interest levels in the list of benefits of doing a team project. On a flip chart, make a quick tally of how the youth ranked their interest. Make a list of the “other benefits” the project participants identified.
- \* Begin discussion with the young people about their responses to the survey, especially for those who ranked their interest at “don’t care” levels.
- \* Have youth read a project snapshot from the *Youth Guide*, and discuss the benefits to the participants in the description.
  - > Ask youth who have previously participated in projects to share how they benefited personally.
  - > In the section Why Project-based Learning, you will find a collection of statistics gathered from recent project participants. Consider sharing these with young people to inspire youth “buy-in.”
  - > To encourage thinking about skills acquisition, ask each young person to name one skill he or she has gained through project work in the past, or one that he or she hopes to gain by participating in this project. For those who have gained skills, ask them to describe the process, and whether or not they used their skills after the project was done.
  - > Ask the youth to name one professional they would most like to meet in the course of the project, for example, a landscape gardener or water-quality specialist.

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## PROJECTS A-Z

This tool prompts young people to list projects or activities that might improve life in their community and is an effective ice-breaking activity, especially for a large group. It can also serve as a lead-in to a facilitated discussion about what makes a project successful. Young people who have already worked on projects will no doubt jump right in with ideas to fill out the “A-Z” list. But if they need prompting to get started, you can have them read project snapshots from the *Youth Guide* or photocopy and distribute several project profiles from this volume.

**Ideas**  
You Can Use

### IDEAS FOR USE

#### Projects A-Z

- \* If the project group is large, divide into sub-groups and allow 10-15 minutes for a friendly competition. Have group members work together to brainstorm projects or group activities that would improve life in their community. The first group to complete the A-Z list wins.
  - After the winning group has completed its list, ask for some creative contributions from other groups. Who thought of an activity or project starting with the letter Q? How about X?
  - If the group is small, youth can complete their lists individually and then discuss the ideas they generated.
- \* Taking into account the projects they have listed, ask what the group’s project could look like. (If the project is a teen resource guide, for example, ask about format, size, color, artwork, audience, and distribution.)
- \* Ask the group what kinds of projects they have worked on in the past. How were they planned? How did the community benefit?
- \* Ask what makes a project successful. Have youth give examples from past experience; or if they have little or no experience, you can provide some examples.

## ABOUT ME

This tool is designed to help youth reflect on self-image and personal characteristics. About Me provides a frame for project participants to draw a picture of themselves or attach a favorite photograph. Young people are asked about their interests and hobbies, what careers project they might want to pursue in the future, how a friend would describe them, and three reasons why they are participating in the project. Have markers and colored pencils ready, and consider having a Polaroid or digital camera available as well.



### IDEAS FOR USE

#### About Me

- \* In small groups, have the young people spend a few minutes filling out the forms and then share the information — and self-portrait — with other group members.
- \* If youth are shy about drawing, or do not have a photograph, suggest they make a “word picture,” using the frame to make lists of words that describe them, with categories such as “how my friends see me,” “how my mother sees me,” and “how I see myself.” Word poems are described in the Enrichment & Extensions section.
- \* Take a Polaroid or digital photo of each youth. These provide instant gratification, and photos allow everyone to begin on an equal “artistic” footing.
- \* In the large group, have the young people introduce themselves and read one selection from *About Me*. Or you can have youth exchange information in pairs and introduce each other to the large group.

## PERSONAL STRENGTHS/AREAS TO IMPROVE

This tool continues the exploration of personal characteristics and skills. Under the headings “Strengths” and “Things I Can Improve On,” youth are asked to consider their enthusiasm, willingness to work, and participation in a team project, as well as ability to follow instructions, communicate with others, get along with others, and handle stress. *Personal Strengths/Areas to Improve* is also a tool to encourage youth buy-in by providing an opportunity for young people to reflect on what they can give to the project and what they will gain from it. This and the following tool, *Human Relations on the Job*, can be effectively used for self-assessment at the outset of a project and as an evaluation tool at the end. Youth can compare how their responses have changed during the course of the project.

### IDEAS FOR USE

#### Personal Strengths/Areas to Improve

- \* Ask young people what it means to take “stock” of one’s strengths and weaknesses. Ask for examples of how personal characteristics affect participation in a group.
- \* Give young people 10 minutes to fill out the *Personal Strengths/Areas to Improve* tool and then bring the group together for a discussion. In order to create an open and safe environment for the discussion of personal characteristics, take a few minutes to talk about the value of self-awareness before you ask for input from the youth. Use yourself as an example if the discussion is slow to get started.
  - > On a flip chart, do a group tally of project participants’ “Strengths” and “Things I can improve on.” Generate discussion around their answers.
  - > Have each youth describe one skill or talent he or she can contribute to the project. Ask each youth to describe one skill he or she would like to gain by participating in the project, such as speaking skills, writing skills, or ability to work with others.

## HUMAN RELATIONS ON THE JOB

This is a self-assessment tool to help young people think about how they interact with others on a team or on the job. How it is used depends upon the size and age of the group. Younger students may have little or no job experience to call upon, in which case you might adapt the activity by shifting the focus to sports or other team activities.



### IDEAS FOR USE

#### Human Relations on the Job

- \* Give the young people a few minutes to complete the questionnaire. If working in small groups, they can discuss their answers with other group members. If working in a large group, you can do a quick tally of answers by a show of hands. Remind the young people to keep this form in their binders. They will be asked to fill it out again at the end of the project.
- \* As an introduction to team skills, have the group build towers with paper. Break youth into groups of four or five. Give each group an equal amount of scrap paper and a roll of tape.
  - > Tell groups that they have 15 minutes to build the tallest tower they can out of the paper and tape, but they can't talk to each other while they are building it.
  - > Allow the groups to work in the same room so they can observe the other groups as they work. After 15 minutes, declare a winning tower.
  - > Discuss the team processes in the large group. Who took leadership roles? Who followed? Were there people who wanted to share a good idea but were unable to? How did it feel to work without speaking?
  - > Have groups rate their teamwork skills.

## TEAMWORK/ WHAT STRENGTHS DO I BRING TO A TEAM

This tool asks youth to discuss and list three reasons why effective teamwork is important for the success of their project and then list the individual skills, talents or experiences she or he brings to a team project. It can be used as either a large- or small-group exercise.

### IDEAS FOR USE

#### **Teamwork/What Strengths Do I Bring to a Team?**

- \* After discussing teamwork, bring the group together for a “talent pool” activity, using their responses to *What Strengths Do I Bring to a Team?* Draw the outline of a pool on a flip chart and ask each youth to come up and write one skill or talent he or she will contribute to the team project.
- \* Referring to the “talent pool,” point out the wide range of skills, strengths, and talents that make up the group.
- \* Generate discussion around why diversity is important to healthy groups. What happens when everyone in a group is the same?
- \* Make a drawing of another pool labeled “Talents and Skills We Hope to Gain,” and ask each youth to name one new skill he or she wants to gain or an existing talent to develop during the project.

## WORKPLACE WORD SEARCH I AND II

These tools are designed to get project participants thinking about characteristics that make for a successful worker or team member. These tools are most effectively used as small-group brainstorming activities. *Workplace Word Search I* asks young people to describe why characteristics such as “asking questions” and “ability to work independently” are key to being a good worker and team member.

*Workplace Word Search II* is a group puzzle exercise that challenges young people to find project-related terms hidden in a grid. Finding these terms is not always easy, and it helps if they refer to their own puzzles. Small groups can compete against one another to see who can finish first.

### IDEAS FOR USE

#### Workplace Word Search I and II

- \* In *Workplace Word Search I*, one young person in each small group could be the scribe while other group members discuss and create descriptions. Set a short time limit for this exercise to keep the group from losing focus with elaborate, wordy descriptions.
- \* *Workplace Word Search II* is also most effective — and fun — with a short time limit. Give small groups 10 minutes to find as many terms as possible. The key for the word search is in the Tools & Resources section of this guide.
- \* Have the winners of the puzzle contest lead a discussion about why the terms in the puzzle are important to being a successful team member. They can use the flip chart to note their main points.





## Project Profile:

# Students Create a Virtual Tour of Their Capitol Building

Generation Yes: Olympia School District  
Olympia, Washington

Plans are underway to add a virtual tour of the capitol building to the State of Washington Web site, and an important meeting is taking place to discuss its design. A state representative joins a Web page developer, picture editor, and members from the QuickTime VR and Spin Panorama teams. Those present engage in a lively exchange of ideas as a storyboard of the project takes shape. Despite the professional tone and sophisticated vocabulary, this is not a meeting at a high-tech firm; in fact, the meeting is taking place at Washington Middle School in Olympia, and, with the exception of the state representative, all the attendees are students in grades 6-8.



**Working on projects such as the capitol building virtual tour gives students a chance to use their technology skills while making a connection to their community.**

These students are part of a program collectively known as GEN Yes created by Dennis Harper through a U.S. Department of Education Technology Challenge Grant. The program includes four courses, which respectively emphasize basic technical and collaborative skills, leadership and community service skills, network maintenance skills, and a focus on increasing girls' interest and self-esteem related to technology and high-tech careers.

Working on projects such as the capitol building virtual tour gives students a chance to use their technology skills while making a connection to their community. Before projects of this kind, students brainstorm ideas and write up proposals. They then divide into teams similar to those found at a typical high-tech company; this gives them a chance to develop an area of expertise and to build peer mentor relationships. Lastly, every project produces a tangible end product.

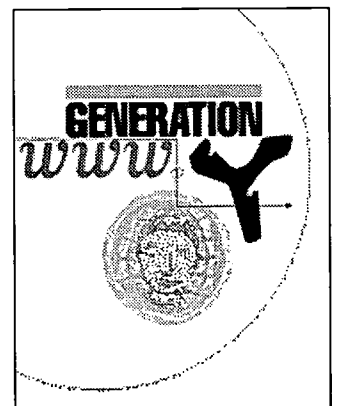
**One of the basic premises of GEN Yes is that the young people teach their teachers about technology, rather than the other way around. According to one student, “being able to work with the teachers, and telling them what to do is really fun.”**

While adults serve as facilitators in this process, the decision-making process is heavily geared toward the young people. One of the basic premises of GEN Yes is that the young people teach their teachers about technology, rather than the other way around. According to one student, “being able to work with the teachers, and telling them what to do is really fun.”

**“When we finished the project, and it worked, I had a deep feeling of pride because we made a wonderful project that will benefit others.”**

Student response to the project has been overwhelmingly positive. Among skills gained from participation in the project, one student listed “responsibility, being strong, speaking up, and listening,” while another added “patience, people skills, and leadership.” Perhaps one participating student summed it up best with this reflection on the project: “When we finished the project, and it worked, I had a deep feeling of pride because we made a wonderful project that will benefit others.”

*To learn more about Generation Yes, contact them at [www.genyes.org/genwww/](http://www.genyes.org/genwww/).*



## 2 PROJECT PLANNING

The Project Planning section of the *Youth Guide* includes the following activities:

- > Identify the Problem, Issue, or Need
- > Project Goals/Personal Goals
- > What Do Others Think?
- > Community Connection

## USING THE TOOLS IN PROJECT PLANNING

### IDENTIFY THE PROBLEM, ISSUE, OR NEED

If the team project has already been decided on before the youth are involved, this tool works well to assess project participants' perceptions of the project: what it is, why they are doing it, and what community problem or issue it addresses.

If the young people are creating their own project, adapt this tool to help them think through the problems, issues, or needs in the community that can be addressed through various project ideas.

#### IDEAS FOR USE

### Identify the Problem, Issue, or Need

- \* Before filling out this form, have the group brainstorm or draw a “perfect” community or neighborhood.
- \* Give the youth a few minutes to individually fill out the tool. Discuss the following questions and record their ideas on a flip chart:
  - > What is our ideal community and what problems, issues, or needs keep us from reaching that ideal? How does this project fit our vision of an ideal community? Does everyone agree on why we are doing this project?
- \* If the project addresses a problem in the community, ask if the young people agree on what has created the problem and what can be done in the future to prevent the problem from recurring.

## PROJECT GOALS/PERSONAL GOALS

Young people might have thought about goals before, but this worksheet provides an opportunity for them to see different goals listed side-by-side. As part of the “buy-in” for a project, youth should distinguish between the project and personal goals. Project goals are what the group hopes to have accomplished once the project is done. Personal goals are what each youth hopes to have accomplished by participating in a team project.

### IDEAS FOR USE

#### Project Goals/Personal Goals

- \* In small groups, have young people discuss and list three project goals. Each group member can then take a few minutes to list his or her personal goals.
  - In the large group, draw a large goal post on a flip chart. Ask a scribe to write the project goals from each group. If there is a range of goals, try to get consensus on the three most important goals.
- \* Ask why it is important that everyone agree on the goals of the project. What might happen if there is not agreement and clarity on project goals?
- \* Facilitate a similar exercise with the project participants’ personal goals, but without limiting the number of goals recorded.
- \* Ask why it is important that individual group members be clear about their personal goals. What might happen if they are not clear?

## WHAT DO OTHERS THINK?

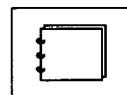
This tool gets young people out into the community, talking with adults about their project before they begin. They describe their project to three adults who are not involved in the project, define its goals, and ask for feedback. If the project addresses a community problem, the young people ask the person interviewed for a possible a solution.

This tool helps youth clarify their thinking on the project: its concept, goals, and how the problem/issue/concern it addresses is seen by others in the community. It also allows project participants to practice communication skills.

### IDEAS FOR USE

#### What Do Others Think?

- \* To build experience in conducting interviews, have pairs practice interviewing one another, or do a role play in the large group so they can learn by watching and listening.
- \* Have the young people go out into the community in pairs to do the interviews, alternating asking questions and writing the answers. Each project participant should make a copy of the interview worksheet for inclusion in his or her project binder.
  - > Project participants can do individual interviews and compile the information in small group and present it to the large group.
  - > As they make their presentations, record the interview information on a flip chart under key points, such as number of people interviewed, respondents' thoughts about the problem, and their opinion about the proposed project.
- \* Encourage the youth to share their interview experiences. What was their most interesting moment. What was the most surprising? What did they learn about themselves by doing the interviews? What did they learn about the people they interviewed?
- \* Ask the young people how they would rate their interview skills. Were they clear in stating the problem or issue, and in describing the project? What are three ways they could improve their communication skills?
- \* Ask why it is important to know what others think about the problem or about the project.



[45]

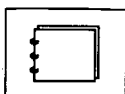
## COMMUNITY CONNECTION

This tool encourages young people to go out into the community and to learn through interviews with adults about the history of the community, how it has changed over time, and how a respondent sees it changing in the future. This interview is most effective if done one-on-one (not in pairs). Suggest that youth choose a person who can give them interesting information; for example, an older person, someone doing unusual work or in an interesting business, or a person involved with social services.

### IDEAS FOR USE

#### Community Connection

- \* Introduce this section by talking about oral history: what it is, its cultural value as “living” history, and the value of talking to people in the community who have led interesting lives. To build experience in conducting interviews, have pairs of youth practice interviewing one another, or do a role play in the large group so youth can learn by watching and listening.
  - When the youth return from their interviews, gather them in the large group and ask them to share their experiences with questions such as: Who interviewed the oldest person? What changes has that person seen over time? Who interviewed someone involved with a business? How has that person seen the people in the community change?
- \* What visions for the future did the people interviewed express? Ask the youth how they themselves would answer the last question on the *Community Connection* interview. What is their preferred vision for the future?
- \* Youth can find photos of the community in old newspapers or visit a historical museum for a perspective on the changes in their community. These changes can be expressed on a timeline with a space at the end for including their project.



## Project Profile

# Students Fight For Education

Philadelphia Student Union  
Philadelphia, Pennsylvania

When Simon Gratz High School in Philadelphia moved to a block schedule, classes lengthened to 90 minutes in order to move away from short, lecture-heavy periods and to give students and teachers the opportunity to have longer, more flexible periods of instruction. Unfortunately, many teachers did not make a smooth transition and were unable to use the longer class periods effectively. Believing they were being short-changed, a group of student activists decided to make — and made — a difference.

**The Philadelphia Student Union was founded in 1995 by Eric Braxton, then a high school student himself, with the purpose of giving students a real voice and an opportunity to fight for the education they deserve.**

This entirely student-run organization is comprised of students from five Philadelphia public schools who work together to examine issues that affect them and their education. Originally convened to organize a 2,000-student strong walkout and march to protest the lack of funding in the public school system, an action which resulted in the allocation of an additional \$15 million by the mayor, they have since tackled a variety of issues.

Since this initial successful campaign, PSU's numbers have grown each year. Students meet on a weekly basis and examine the root causes of the issues that plague their schools. Each student participates in an extensive leadership training that builds skills in conflict resolution, public speaking, community organizing, peer counseling, teamwork, and critical thinking. Prepped with these skills, students analyze the issues at their schools and develop and implement strategies for change.

In taking action against the block scheduling changes at Simon Gratz, students surveyed teachers and concluded that the teachers needed better professional development. PSU then worked with the principal to schedule a day of student-



designed and facilitated workshops. Students prepared for this by training in learning theory and group facilitation, and the result was so successful that the schedule now allows for a similar half-day training each month. To gain exposure and document their success, students wrote an article for an education magazine.

By giving young people a real voice in the issues which effect them, the Philadelphia Student Union has succeeded in making real changes in their education, their community, and their lives.

*To learn more about the Philadelphia Student Union, contact them at (215) 546-3290 or by e-mail at [psunion@aol.com](mailto:psunion@aol.com).*

## **Project Profile**

### **Give Us Racial Justice**

Southwest Organizing Project (SWOP)  
Albuquerque, New Mexico

**Young people of color in New Mexico high schools used to find themselves singled out — based on their choice of clothes. Students with no gang affiliation were stereotyped and labeled for no other reason than wearing sports teams' gear.**

This changed when young activists with Jovenes Unidos, a program of the Southwest Organizing Project (SWOP), became politically involved in the schools. The young activists organized to educate school administrators and bring about new policies about fairness and expression at school.

Jovenes Unidos is a program directed by young people and designed to connect youth to the social issues and legislative policies shaping their lives. SWOP gives young people of all ages the guidance, resources, and support they need to express themselves culturally and to directly impact the issues that affect them.



“We are strengthening our cultural connection by providing broad experiences such as community theatre performances produced by young people that make a statement about cultural consciousness and connection to one’s culture,” says Karlos Schmieder, a youth organizer.

Young people are an active part of the project-planning process. For example, in a new initiative centered on racial justice report cards for local schools, young people organized to research and evaluate fair treatment practices in schools throughout their city and reported their findings to school administrators.

**Through SWOP, young people also gain an ability to critique policies and understand the implications of the legislative process. “We’re good at teaching young people of color to ask: ‘What is our political reality and what can we as young people do?’” says field organizer, Robby Rodriguez.**

Young people involved with the program regularly make presentations during city council meetings, school board meetings, and youth-action events around the nation. These public avenues provide opportunities for young people of color to develop their political consciousness and to understand that “local is national” when it comes to their future.

*To learn more about SWOP, contact them at [www.swop.net](http://www.swop.net).*

### 3 GETTING THE BIG PICTURE

The Getting The Big Picture section of the *Youth Guide* includes the following activities:

- > Thinking Big
- > All Aspects of Your Project
- > All Aspects of Eating Out
- > Resources: Who, What and How?
- > Resources: Plan of Action

## USING THE TOOLS IN GETTING THE BIG PICTURE

### THINKING BIG

This tool enables youth to see beyond the details of getting the work done to understanding the purpose and implications of the project. This comprehensive approach can be a new way of thinking for young people.

#### IDEAS FOR USE

### Thinking Big

- \* Introduce the topic by presenting an example of what you mean by the “big picture” of a job. Pick a job that all young people can relate to (for example, working at a fast-food restaurant) and list on a flip chart all parts of that job using the categories on the worksheet.
- \* Then break the youth into small groups and ask each group to choose another job and list all aspects of that job.
- \* Generate an open discussion about how every job is much more complex than what is written in a job description.

## ALL ASPECTS OF YOUR PROJECT

This diagram tool provides a series of questions to spark ideas about the big picture of a project. Keep this activity lively and make sure the youth do not feel overwhelmed by the task.



### IDEAS FOR USE

#### All Aspects of Your Project

- \* Break into small groups and give the youth time to design their own big picture of the team project based on some of the questions provided in the sample diagram. Have sheets of butcher paper ready, along with markers and pens. Encourage creativity and allow time for groups to present their ideas. Bring the youth to consensus on their project picture.

## ALL ASPECTS OF EATING OUT

This tool asks young people to identify key aspects of their favorite restaurant and then links those qualities to other aspects of a successful business. It is intended to provide a bit of fun after the “hard thinking” of the first two activities in this section. It works best as a lively discussion.

### IDEAS FOR USE

#### All Aspects of Eating Out

- \* With the large group, ask the youth to select their favorite restaurant. On a flip chart make two columns: “reasons for success” and “the big picture.” Ask project participants what they like about this particular restaurant, or why they think it is successful. Note the reasons in the first column. Record in the second column which big picture category they think applies to this “reason for success.” (See the restaurant activity key in Tools & Resources.)
- \* Have youth read one of the project profiles included in this volume, and do an All Aspects analysis of the project. In large or small groups, young people can use the *All Aspects of Your Project* chart as a guide for analyzing aspects.
- \* Point out that this “big picture thinking” can be applied to any job or project and ask students to give another example.



## RESOURCES: WHO, WHAT, AND HOW?

This tool encourages youth to think about the resources of people, materials, tools, and money: why the resources will help the project, and how they will be managed.

### IDEAS FOR USE

#### **Resources: Who, What, and How?**

- \* Write the answers on a flip chart but encourage the youth to make their own lists for their binders. Work through the materials, tools, and money resources in the same way. This activity works best in a large group with a facilitated discussion.
- \* What “people resources” do young people think are most critical to the project? Why is this person important? How will this resource be managed? Which resources were a surprise to participants? Which ones did they not consider resources until the class discussion?

## RESOURCES: PLAN OF ACTION

This form provides a prompt for brainstorming ways that young people can access the resources they need: why they need it, how they can get it, who will get it, and how it will be managed.

### IDEAS FOR USE

#### Resources: Plan of Action

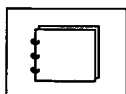
In a small or large group, have youth brainstorm several ways to acquire the resources they need for their project. After they have created a long list, spend time as a group evaluating the ideas.

Lead a group discussion on finding resources, and have the youth jot down the plan in their individual notebooks. Does everyone have the same understanding of the people, places, things, and times listed? Point out that careful note taking is important for communication and smooth implementation of the project.

Encourage the youth to practice the different ways they will acquire their resources. For a building project, the youth can write a script for a telephone call asking for a donation of cement and then role play the call. Advise them to be prepared. What if the donor says no? What if the donor asks how much cement and by when? How will the caller respond? Youth can also practice face-to-face requests, written requests, and requests through a third party.

Give youth time to consider how they will manage their resources. Let them discuss and design letters, cards, certificates, and/or newsletters to acknowledge people and businesses who serve as community resources.

Ask youth to discuss how they feel about calling or writing to people and businesses to ask for supplies or advice. What would help them feel more comfortable doing this? Talk about the confidence they can gain from being prepared and focused on a goal.



## **Project Profile**

### **Youth For Youth**

Youth In Action (YIA)  
Providence, Rhode Island

Luis, 17-year-old Board of Directors Co-Chair for Youth in Action (YIA) was concerned about the increasingly young kids he saw smoking near his school. Through a grant from the Department of Health, Tobacco Prevention, Luis and other young activists with the Youth Educating About Health (YEAH) peer educating group at YIA decided to present workshops at local community centers to educate elementary school youth about tobacco use and smoking prevention.

Youth In Action is a nonprofit organization founded, run, and controlled by youth for youth. Young people between the ages of 14 and 21 receive formal training to empower them to take the lead in all aspects of their lives and to make a significant difference in their communities.

**They have tackled complex issues such as lead-poisoning prevention, community renovation, political organizing, and health promotion for young adults.**

Karen Feldman, YIA Executive Director, points out that for many agencies “youth involvement” is little more than “tokenism.” She adds, “In order for youth to truly take the lead, adults need to consciously let go of the control and respect the wisdom and decisions of the young people.” The YIA Board of Directors is made up of 20 young people and three adults; the youth create the agenda, make key decisions, write grants, carry out services and programming, and perform official evaluations of the executive director.

“I’ve learned so much in YIA, I’ve learned things no classroom could ever teach me to do,” said Misty Wilson, an 18-year-old YIA board of directors co-chair. “Besides being involved in grant writing, learning how to coordinate events,



expanding my vocabulary and writing skills, and learning better communication skills, YIA has taught me a great deal about myself.”

According to Feldman, “adults need to enter into partnerships with youth where they are able to give up the control yet be helpful in raising questions and sharing experiences that will help youth to be successful in making their own decisions.”

*To learn more about Youth In Action, contact them at (401) 751-4264 or via e-mail at [yia@ids.net](mailto:yia@ids.net).*

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## Project Profile

# Youth Build Homes in Disadvantaged Neighborhood

Casa Verde Builders: American YouthWorks  
Austin, TX

The Taco Truck has just made its daily rounds, and the group of young builders are taking a well-deserved break while a heavy rain pounds the metal roof of the home they are constructing.

**Rain or shine, these AmeriCorps and Youthbuild members have been working every day since May to build an innovative and durable straw bale home in this disadvantaged East Austin neighborhood.**

This is American YouthWorks’ Casa Verde Builders project, in which “at-risk” youth use cutting edge techniques to build environmentally sound, energy efficient, and affordable housing for first-time, low-income homebuyers. In the process, the young people whose ages range from 17 to 25 learn construction, academic, and life skills, while gaining an understanding of the importance of community service. Since its inception in 1993, the Casa Verde project has built “some of the best homes in the nation, and they’re being built by young Americans who were once considered write-offs,” according to American YouthWorks founder and CEO Richard Halpin.



## AMERICAN YOUTHWORKS

Because of Halpin's desire to "push the envelope... to see them become the best builders they can be," the young people perform all phases of the construction, from laying the foundations of the home to putting on the finishing touches. In the case of the straw bale house, the crew even traveled to Waco, Texas to gather and tie the bales. Casa Verde members are also involved in community outreach projects including Saturday service days, homebuyer workshops, and home repairs for community members.

**Indeed, Casa Verde's young people are not only building homes, but entire communities. For example, all homes are built with front porches to encourage communication among neighbors and an overall sense of community.**

American YouthWorks reports a significant decrease in the number of crack houses, prostitution, crime, and trash in one East Austin neighborhood where many Casa Verde houses have been built. And of course, the homes themselves serve as real proof of the hard work and commitment of the young people. Crew members repeatedly spoke with pride of the home(s) they had built, and one told of carving her and other members' initials under the porch as a concrete memorial to their accomplishments.

When each home is complete, the young people participate in an all-crew day to celebrate their accomplishments and receive recognition from the community and local media. While each member keeps a toolbelt, set of tools, and a pair of con-

struction boots as a reminder of all the hard work, he or she also walks away with increased self-esteem, a new set of skills, and the incredible feeling of having made a difference.

*To learn more about Casa Verde Builders: American YouthWorks, visit their web site at [www.ail.org](http://www.ail.org).*

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## Project Profile

# Young Women Build Immigrant Power

Youth Build Immigrant Power Project:  
Asian Immigrant Women Advocates (AIWA)  
San Jose, California

**Piece work in sweatshops. Assembly-line work in dead-end jobs. Long hours. No security. While young Asian women struggle to balance the demands of school, family commitments, and work, these are the conditions they face on the job. In the day-to-day effort to survive, Asian immigrant women are isolated by long hours of tedious work, by language, and by culture.**

But in San Jose, California a group of young women are participating in a two-day leadership development training to learn how to make a difference in the lives of women like themselves who work in the garment industry. These young advocates are the next generation of immigrant organizers working to break down cultural barriers and help Asian immigrant women improve their lives.

The Youth Build Immigrant Power Project is a youth-led program of Asian Immigrant Women Advocates (AIWA), a community-based, nonprofit organization that works to improve the working conditions of low-income Asian immigrant women through education, leadership development and collective action. “Young people have a stake in organization for social justice,” says Stacy Kono, youth project coordinator, “especially within the immigrant community where poverty and discrimination affect families and bilingual/bicultural youth can bridge generations to fight for change.”

**Young women are actively changing their community by planning projects that advocate for change from a multigenerational perspective, a method that strengthens youth-adult partnerships. Recently, young people developed, distributed and analyzed a Chinese youth survey to gain a deeper understanding of the issues affecting youth in their community.**

In order to gain an understanding of the big picture before analyzing their surveys, young people participated in a series of trainings about Asian immigrant history, current issues, political disenfranchisement, and efforts already underway to affect social change. “One of my favorite parts of the project was supporting other organizations that are working on similar issues,” said Lin Lac, an advocate with the Power Project.

Through a paid internship program, young women interns took their advocacy one step further by producing a video to teach garment workers what they should know about their rights. The leadership training program, community survey results, and the video all provide new resources that demonstrate youth-led projects do make a difference in the community.

*To learn more about the Youth Build Immigrant Power Project, contact them at (510) 268-0192 or [aiwa@igc.org](mailto:aiwa@igc.org).*

## 4 YOUR MASTER PLAN

The Your Master Plan section of the *Youth Guide* includes the following activities:

Making Your Master Plan: 7 steps

1. Write your project goal.
2. Think about the tasks necessary to meet your project goal.
3. List activities in chronological order.
4. Review your list.
5. Create a timeline.
6. Determine your management structure.
7. Make a master plan.

# USING THE TOOLS IN YOUR MASTER PLAN

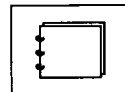
## STEP 1: WRITE YOUR PROJECT GOAL.

This worksheet encourages youth to define their project goal so that they are able to explain it to themselves and others in the community. This is a crucial step. If project participants do not agree on a project goal, or if they interpret a stated goal differently, problems might arise when the “doing” gets underway.

### IDEAS FOR USE

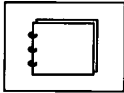
#### Step 1: Write your project goal.

- \* Ask youth to brainstorm key concepts or phrases that describe the goals of their project and discuss these.
- \* Bring in an example of a press release or a newspaper article and read it out loud, pointing out the key aspects of a press release. Ask each project participant to write a short press release for their local newspaper, explaining their project and how it will benefit the community. They could read their press releases aloud to check for common understanding.
- \* Once the group has reached consensus on the project goals, ask each participant to write down the goals on his or her own goal sheet. If you find differences in how young people view their project goal, generate an open discussion designed to reach consensus on a succinct, one-sentence, project goal that everyone agrees on. (Take as long as necessary for this important step.)



## STEP 2: THINK ABOUT THE TASKS NECESSARY TO MEET YOUR PROJECT GOAL.

Steps 2 and 3 ask youth to think through all the activities they must complete to meet their project goal and put them in chronological order. Although this activity works best with small groups, each youth should end up with a copy of activities for the project binder. Take enough time so everyone understands what must be done.



### IDEAS FOR USE

#### **Step 2: Think about the tasks necessary to meet your project goal.**

- \* To introduce the topic, do a step-by-step analysis of a simple task, such as making a peanut butter and jelly sandwich. Write the steps on a flip chart and point out that this model can apply to all projects.
- \* Divide the youth into small groups and ask them to brainstorm the tasks necessary to meet their goals.
- \* Check over the groups' lists. Ask young people which activities are "doable" and which need to be broken out into smaller tasks or activities.
- \* You may want to bring the small groups together to compose a "master list" of activities at this point, or you may prefer to wait until Step 3 is completed.

### STEP 3: LIST ACTIVITIES IN CHRONOLOGICAL ORDER.

This numbered sheet helps young people to think through their project in logical steps. If you want to follow up on the example you presented in Step 2, quickly go through the list of tasks involved in making a sandwich and put it in chronological order.

#### IDEAS FOR USE

### Step 3: List activities in chronological order

- \* Ask youth to imagine what would happen if things were done out of order by playing a “What if” game. What if you ate your chicken before you cooked it? What if you thanked someone for doing something before you asked her to do it? What if you put shampoo on your hair after you got out of the shower?
- \* With the whole group, make a “master list” of project activities in chronological order. Time spent on this process will be well spent in terms of youth buy-in to the project and making sure everyone understands the tasks necessary to meet the goals. (Make sure all participants have a copy of the list of project activities in their binders.)



## STEP 4: REVIEW YOUR LIST.

This activity works best in a large group format.

### IDEAS FOR USE

#### **Step 4: Review your list.**

- \* Working with your master list of activities on a flip chart, facilitate a step-by-step check to see what has been left out of the “to-do” list and determine where it belongs in the chronological order.
- \* Even the best plans need flexibility and opportunities for additions and changes. Ask young people to describe times in their lives when plans went astray. These can be funny or sad stories, but emphasize after each one that the one thing we can predict is that nothing will go exactly according to plan.

## STEP 5: CREATE THE TIMELINE.

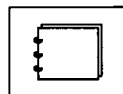
Using the tools in Step 5, the young people create a project calendar or timeline that helps them see the big picture and gives them experience allocating time to the activities list they created in steps 2-4. After the discussion you can refer back to All Aspects of the Industry to remind the youth how “systems” thinking must take into account all possible problems.

### IDEAS FOR USE

#### Step 5: Create the timeline.

- \* Explain what a timeline is, using a simple example such as the school year (which has a clear beginning, middle and end). Ask project participants to give examples of other timelines. Ask what might happen if a project does not have a timeline
  - > In small groups, have youth create a timeline using their chronological list of activities.
  - > Create some fictional scenarios that might throw the project off schedule, and ask project participants brainstorm solutions. For example, a community garden project has a six-week timeline. In the third week, scheduled for planting, it rains every day and no planting is possible. What can they do during that week? There are no right answers here, just interesting questions.
- \* If small groups have created their own timelines, bring everyone together and create a “master timeline” using input from each group. Post this timeline in a place where all can see it and make sure the young people each have an individual copy of the timeline for their binders.
- \* Refer to the “What Youths Say” quote in the Tools & Resources section for advice to share with young people on the importance of a timeline.

**Ideas**  
You Can Use



## STEP 6: DETERMINE YOUR MANAGEMENT STRUCTURE.

Determining roles can be tricky, and this is especially true when issues of authority are involved. This tool will work best if you begin with a free-flowing discussion defining authority and management styles.

Start with the example of families and ask what other kinds of management structures young people have experienced. If they have trouble answering this, use some examples from your own life. Once you feel the youth have a good grasp on the concepts, break into small groups for the following activities.

### IDEAS FOR USE

#### **Step 6: Determine your management structure**

- \* Direct each small group to take 10 minutes to come up with a five-minute role play that presents a management model. An alternative would be for the facilitator to assign each group a model. In the large group, each group can present its role play.
- \* On large sheets of paper, have young people draw the management structure of their families, schools, or places where they work and share these with the large group.
- \* If the youth are determining their own management structure, facilitate a discussion to bring them to a consensus on what model of management structure they will use. Will one person be in charge? Will the group vote on decisions together? Who will keep track of all the activities? What if something is not getting done? Who will make sure that problems are solved?
- \* If the project participants must accept a predetermined management structure, lead a discussion on what they think of the management model: how it might work well (or not), how they might do it differently, and what might happen if it's done differently. Ask the young people what opportunities exist for them to make decisions and be leaders, team workers, and assistants.

## STEP 7: MAKE A MASTER PLAN.

Creating the master plan is the culminating activity of this section and requires bringing together all the information from steps 1-6. Working with the large group, the facilitator should take as much time as needed to create this master plan.

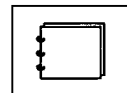
Encourage a high level of participation but keep the activity focused on the end product: The plan must be clear, workable, and agreed upon by everyone. Post the plan in a central location where project participants can review their progress and find out what still needs to be done.



### IDEAS FOR USE

#### Step 7: Make a master plan.

- ❖ On large sheets of paper, post the results of the previous activities in this section. Tape several sheets together and draw a large grid, with headings, that will become the large master plan. To save time, you might want to write in the activities before bringing the group together. Work through each column of the master plan grid until the group has decided on who will work on project tasks, the date by which each task must be completed, and who is responsible for the management of the activity.
- ❖ Ask everyone to take a couple of minutes to look over the master plan. Is there any part that needs a second look?
- ❖ Ask for a volunteer to copy the master plan and make photocopies for everyone's project notebooks.
- ❖ Ask the group to indicate by a show of hands if they support the master plan, while keeping in mind that all of the young people need to feel included and valued.
- ❖ Set aside time weekly for youth to check in with each other on how the plan is working.



## Project Profile

# Hispanic Youth Improve Their Community

Community 101 • Oregon Council For Hispanic Advancement (OCHA)  
Portland, Oregon

**A tentative handshake is accompanied by a quiet, “Hello, nice to meet you,” from José, who is improving his English through the Community 101 course at the Oregon Council For Hispanic Advancement (OCHA).**

Through the combination of service learning and academics, OCHA’s Community 101 program creatively promotes and supports education and leadership development for Hispanic youth. A student-directed program, Community 101 puts young people in the driver’s seat by supporting community change through volunteerism and by awarding grants to local nonprofit organizations. Through funds provided by a local business foundation, the class receives a \$7,500 grant, which they use to address a community need of their choice.

“Our goal is for young people to become their own agents of change and to leave feeling empowered with a sense of how to address issues in their own communities,” says Joey August, a Community 101 facilitator.

The project begins with young people discussing and identifying critical issues that affect the Hispanic community, a process that allows students to voice and defend their own opinions. At a recent group meeting, ideas were plentiful, and youth identified five issues of critical importance to them: teen pregnancy, depression, drugs and alcohol, hunger, and racism. From there, the young people engaged in all the phases of project planning, from initial community surveys to making the tough final decisions about where the dollars should go.

“I gained faith in myself, learned responsibility, and improved my communication by helping in my community,” says Maria Toleo, a youth captain.

At the yearly grants presentation, the project comes to a close as the Community 101 students present official checks to nonprofits and explain to the audience why they selected to fund those particular organizations. This opportunity for celebration and recognition brings closure and completion to the project.

*Teachers and other educators can apply to the PGE-Enron Foundation to add a Community 101 service learning component to their classroom. To learn more about OCHA: Community 101, visit their web site at [www.ocha-nw.org](http://www.ocha-nw.org) or [www.pge-enronfoundation.org/com101.html](http://www.pge-enronfoundation.org/com101.html).*

## 5 DOING

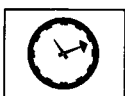
- > The *Doing* section of the *Youth Guide* includes the following activities:
- > What Is a Project Log?
- > Time Management Form
- > Weekly Job Duties Report
- > Challenge/Problem Report
- > Interview the Professional
- > Giant Job List
- > The Three R's: Reading, wRiting, 'n 'Rithmatic

## USING THE TOOLS IN DOING

### WHAT IS A PROJECT LOG?



This tool describes the components of a daily log and shows a sample entry. If possible, plan a regular time during the course of the project to give youth to write in their logs. Give examples of how a log can be useful: for documenting learning, marking progress towards goals, keeping track of information and resources, and for reflection and evaluation in wrapping up a project. Discuss the importance of writing skills and how a few minutes spent writing every day will help develop good communication skills that can be applied to the world of work.



This first tool can be most effectively introduced after the young people have had a full day of activities working on their project.

### IDEAS FOR USE

#### What Is a Project Log?

- \* To introduce the activity, go over the sample daily log with the large group. Ask about any questions, comments, and doubts. Point out the strengths of the sample log entry (clarity, content, reflection). Explain that a project log is like a personal diary and should contain as much information as possible.
  - Give youth about 10 minutes to write their own log entry using their most recent project activities. Bring the group together and ask for volunteers to read their entries.
  - Generate constructive feedback by asking: What part of the log entry might be most useful in the future? Which entry did a good job of reflecting personal feelings? Which entry did the best job of simply recording events?
- \* Based on a log entry, prepare a short role play and ask the group to observe the role play carefully without commenting. Their task is to write up a brief account of what they witnessed and share their summaries with the group.
- \* Emphasize the value of keeping records of life's events. Point out familiar examples: baby books, high school yearbooks, family photo albums. Mention that while these are records that refer to social and familial aspects of our lives, others serve a more formal function, such as tax returns. Ask the youth if they are presently keeping any sorts of records. Let them give examples and tell why they think their records are important.

## TIME MANAGEMENT FORM

This form is a weekly planning tool. Activities to be done each day are listed and assigned priority numbers with space provided for a check-off when the activities are done.

### IDEAS FOR USE

#### Time Management Form

- \* Use of this form can be easily demonstrated by forming a small work group and using the example of the group's activities for the day. Show how to list and prioritize the activities. Direct the group to work through the rest of the week's schedule in the same manner.
- \* To build organizing skills, you might want to facilitate a half-hour discussion before they fill out their time management forms the first time. How do you decide what to do first? Refer the group back to their master plan, with its activities and dates.



## WEEKLY JOB DUTIES REPORT

This tool helps each youth keep track of his or her job duties in a week and the amount of time spent performing each job. The report asks the young people to note the most interesting job they had during the week as well as their least favorite activity. Weekly job reports provide youth an opportunity to learn the value of record keeping when, for example, someone in a community garden project asks, "How many days ago did you plant the beans? Shouldn't they be sprouting by now?"

### IDEAS FOR USE

#### Weekly Job Duties Report

- ❖ Do a quick run-through using a hypothetical project, modeling how to fill out a report.
- ❖ Instruct youth to carefully fill out their weekly job duties report after the first week of work on the project. Bring them together for a discussion.
  - Ask each youth to contribute the most interesting thing he or she did that week and why. Ask each youth to tell the least interesting things he or she did that week and why.
  - Make a list on a flip chart of all the skills the youth practiced in the first week of their project.

## CHALLENGE/PROBLEM REPORT

Young people can learn a great deal by recognizing and analyzing problems that arise over the course of a project. The challenge/problem report form can be used for anything from a micro-problem (a conflict between project participants) to a macro-problem (a printers' strike that prevents the project handbook from being printed).

### IDEAS FOR USE

#### Challenge/Problem Report

- \* Gather the large group together and choose a hypothetical problem or challenge that relates to the project. Using a flip chart, fill out a challenge/problem report with plenty of detail.
- \* If a problem arises that affects the entire project group, bring everyone together and give the youth 15 minutes to individually fill out a problem report. Follow with a discussion. For individual problems, suggest that the youth fill out a form to keep in their project notebook. Mention that such a form is excellent to use as reference if a youth needs to talk to a supervisor about a problem or wants to address an issue in the work group.
- \* If you have had the group fill out forms for a problem that affects them all, bring the youth together for a facilitated discussion to compare:  
1) perceptions of the problem, 2) perceptions of how the problem was solved, 3) feelings about how the problem was handled, and 4) some alternative options for solving the problem.
- \* Ask young people to share and discuss individual problems that they faced during the project. Demonstrate to youth how they might discuss problems with other participants in a professional manner, and then ask for volunteers to share how they handled their challenges.

## INTERVIEW THE PROFESSIONAL

The interview guide provides a framework for young people to interview a professional, whether it's a parent, someone they have met during the project, or another adult in the community. The purpose of the guide is to help young people understand the different facets of a profession: what work the person does, how long he or she has done it, the education needed for the profession, the pay range, the work environment, the co-workers, and what the professional likes the best and the least about his or her job.

### IDEAS FOR USE

#### Interview the Professional

- ❖ Build confidence and experience conducting interviews by suggesting they do a practice interview with a parent, teacher, or peer leader before doing the “real-thing.”
- ❖ If the youth have had some experience doing interviews, suggest they take on a more challenging interview — for example, one that requires making a phone call, setting up an appointment, taking a tape recorder, and following up with a thank you note.
- ❖ You can initiate this activity with the question: What is the value of talking to a professional in your community? Refer to the interviews on television or radio shows such as *20/20* or *David Letterman*. How are these similar to and different from interviewing adults in the community about their jobs?

## GIANT JOB LIST

This chart follows naturally from the previous Interview the Professional activity by asking young people to make a list of jobs or professions.

### IDEAS FOR USE

#### **Giant Job List**

- \* As either a group or individual activity, encourage participants to make a list of all the jobs they have seen in the course of their project. Suggest they make notes in the second column about the job and place a star by those they find most interesting. You can tally the stars to find which jobs were the most popular.
- \* Create the list as a group activity. Give project participants five minutes to make individual lists, then make a “master list” on the flip chart for everyone to copy.
- \* Ask why some jobs are popular. What appeals to youth about these jobs? (Money, working conditions, subject?)

## THE THREE R'S: READING, WRITING, 'N' 'RITHMATIC

This diagram encourages youth to make connections between the writing, reading, math, and science activities related to their project and classroom studies. It emphasizes that project work and schoolwork are integral, and that what youth are learning in school can be put to good use on the project.

### IDEAS FOR USE

#### **The Three R's: Reading, wRiting, 'n' 'Rithmetic**

- \* Going back to the *All Aspects of Eating Out* activity, ask youth to list all the academic skills required to manage a successful restaurant. You may need to prompt youth with questions such as "What skills and knowledge do you need to serve safe food?" Discuss how school classes can help the restaurant, or any business, be successful.
- \* Break the group into four smaller groups. Have each group think back over the project and brainstorm ways that they used knowledge or skills in one of these academic areas: 1) communication/writing, 2) reading 3) math, and 4) science. Then ask the groups to share their lists with the whole group and record the results of this activity in their notebooks.
- \* Have youth look over their interview notes and ask them what academic skills the professionals they interviewed used in their jobs. Are these skills that the young people have now or will need in the future?
- \* Ask the participants the following questions: What academic skills did you need most on this project? Which of your skills were adequate and which needed improvement? Which skills did you enjoy using? Were there skills you wished you had gained?
- \* Did anyone return to the classroom or think back on school with a new or better understanding of an academic skill?
  - > What new careers have you considered since you started this project? What skills will you need to have for this career? If you were going to give advice to a younger student about school work, what would it be?

## Project Profile

# Youth Create Ecological Education and Community Action Organization

Whole Earth Kids (WEK)  
Eugene, Oregon

When Ani Kameenui and Seth Newton returned home after their first year of college, they wanted to do something more productive than “working the average summer job” in the small college town of Eugene, Oregon. What resulted from their desire to do something with young people in their community was the creation of Whole Earth Kids (WEK), a grassroots ecological education and community action organization that provides summer day camps to empower youth from all economic and ethnic backgrounds.

**WEK was Founded on the belief that positive action is the best way to address the root causes of social and environmental problems and to bring about social change.**

For the past three summers, these two young leaders have directed five day-camp sessions for groups of both elementary and high school students, to “allow kids to see beyond themselves so that they can appreciate their environmental surroundings,” says Kameenui. Young people who participate in “Ecosystem Expression” spend five days exploring, understanding, and expressing ecosystems in different ways. Young people plan and participate in activities, such as sculpting or creating a group song with a local musician, to learning about the environment around them and how to sustain it.

Older students are encouraged to examine environmental and social issues in a session called “Organizing and Empowering through the Environment.” In addition to exploring ecological concepts and outdoor recreation, students acquire skills to become effective community organizers.



**By backpacking in a National Forest, surveying legislators, and taking on complex issues such as Native American whaling rights, students link their experiences with real world issues.**

[??]

Documentation of their informal educational experiences provides students with a means of structuring their learning and sharing it with others. Documentation takes many forms at WEK; the end product may be an artifact from their inventive work, a recording of a song that they helped create, or a piece of art that represents what they have learned. Kids also construct their own journals as a way to document and reflect on their experience. At the end of the week, Whole Earth Kid participants combine their journals into a collective book that is distributed to all the campers as a reminder of their diverse learning experiences together.

*To learn more about Whole Earth Kids, contact them at (541) 344-9506 or by e-mail at [greenani@hotmail.com](mailto:greenani@hotmail.com).*

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## Project Profile

# Youth Protect the Environment

Youth For Environmental Service (YES)  
San Francisco, California



The school bell rings loudly signaling the end of the day for students. A group of middle school students are making their way to the Eco Club Adventures after-school program meeting where they will plan and carry out environmental service-learning activities. Do these leaves look like they came from that tree? Are all these trees the same? Does this plant smell, feel, and look like that one? The answers to these inquiries will be recorded in the young people's Nature Binders, a portfolio of environmental learning that documents the personal and academic evolution that is taking place each week.

The Eco Club Adventures program is one of many offered through Youth for Environmental Service (YES), a nonprofit organization that coordinates hands-on environmental service projects with young people through cooperation with agencies in need of assistance. With programs in San Francisco, Los Angeles, and Hawaii, YES promotes and facilitates environmental service in schools and communities. Students are provided with opportunities to work for the improvement of the community and to supply conservation groups with greatly needed community volunteers. “YES allows me to do the kind of work I have always wanted to do for the environment,” says Nick Parker, a YES volunteer.

**Involving students in environmental protection in their own communities is one way that young people gain the knowledge, skills, and desire to lead their communities into an environmentally healthy future. By linking service to local issues, YES projects help young people transform their apathy about environmental degradation into action and lasting stewardship.**

As the afternoon comes to a close, young people with the Eco Adventure Club add another leaf to their Nature Binders and clearly identify the tree it came from. Other YES volunteers are working on projects such as a comprehensive Beach Cleanup, eradicating invasive weeds, “Save an Endangered Species Day,” or tree planting throughout the city — all at the request of a local agency in need of help. Young people involved in YES are clearly demonstrating a key principle of successful project planning by moving beyond the classroom to get involved.

*To learn more about Youth for Environmental Service, visit their web site [www.yes1.org](http://www.yes1.org).*



## 6 REFLECTING

The Project Reflection section of the *Youth Guide* includes the following activities:

- > Success
- > Reaching My Goals
- > Surprise!
- > Teamwork
- > My Teamwork Skills
- > Job Duties
- > Job Skills
- > From Others' Perspectives
- > From My Perspective

## USING THE TOOLS IN REFLECTING

### SUCCESS

The *Success* tool is designed to help project participants recognize at least three successes that came out of the project and identify what they would do differently if planning the same project for another group.

Encourage youth to actively examine the project, to not be afraid to criticize how things were done, and to think creatively about how they would do it differently.

### IDEAS FOR USE

#### Success

- \* Give the group 10-15 minutes to fill out the *Success* questions. Bring them back together in the large group for a facilitated discussion. Ask each youth to contribute one success story. Make a master list on a flip chart to record their shared information.
- \* Ask each youth to contribute one suggestion for doing things differently next time.



## REACHING MY GOALS

This tool allows project participants to examine what they personally gained from the project. Refer youth to the personal goals they outlined in Project Goals/Personal Goals. What were those goals? Did they actually meet them? What was the most difficult part of meeting their goals? Finally, knowing what they know now, how would they have changed those goals?

### IDEAS FOR USE



### Reaching My Goals

Following the model of the previous activity, give the youth 10-15 minutes to fill out the *Reaching My Goals* form. Bring them back together in the large group for a discussion.

- Ask young people to contribute one goal they set for themselves at the beginning of the project and one goal they actually met. Record the shared information.
- Having completed the project, and knowing what they know now, what changes would the youth have made to their personal goals and what would they say was the most difficult part of meeting personal goals?

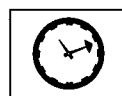
## SURPRISE!

Expect the unexpected when working on a project. These surprises, whether positive or negative, can present valuable learning opportunities for youth. This tool encourages project participants to think about the situation or event that surprised them the most during the project and to explain why it was a surprise.

### IDEAS FOR USE

#### Surprise!

- \* Give the youth 10 minutes to fill out the *Surprise* sheet. Divide them into small groups and encourage them to share their most surprising events or situations with one another. Ask them to choose one “surprise” and spend 20 minutes to come up with a short role play to present to the large group. After each role play, facilitate a short discussion around the situation presented. Ask youth what can be learned from the scenario demonstrated.
- \* Provide an example of a surprise you encountered during the project and invite youth to explain why they think the event surprised you.



## TEAMWORK

This tool encourages youth to think about and rate the teamwork skills they observed in their group and to explain their reasons for the rating. Young people are asked to describe their group's best and worst team efforts during the project.

### IDEAS FOR USE

#### Teamwork

- \* Before the young people fill out this form, suggest that they go back and read over their answers to *Teamwork/What Strengths Do I Bring to the Team?* which asked them to list three reasons why effective teamwork is important for the success of the project.
- \* Ask a young person to help facilitate the discussion and record the answers. Using the headings "poor," "fair," and "good," do a quick tally of how each project participant rated the teamwork skills of the project. Refer to the rating that received the most answers and ask participants to explain the reasons for their answers.

## MY TEAMWORK SKILLS

This tool encourages youth to reflect on how their teamwork skills have improved over the course of the project. By referring to three tools young people filled out at the beginning of the project, this activity has youth rate their team skills, provide reasons for their rating, and list the three most important things they learned about teamwork during the project.

### IDEAS FOR USE

#### My Teamwork Skills

- \* Have project participants go back and read over the three forms they filled out at the beginning of the project: *Human Relations on the Job*, *Personal Strengths/Areas to Improve*, and *Teamwork/What Strengths Do I Bring to a Team?*. Or have the youth fill out new copies of the Human Relations on the Job form and compare the ratings before and after the project.
- \* Using these tools, ask the young people to spend a few minutes filling out *My Teamwork Skills* and then discuss the following questions:
  - > Did you improve on your teamwork skills in the way you had hoped? Why or why not?
  - > Were the skills, talents, and experiences you brought to your teams appreciated and used? Why or why not?
- \* Ask each youth to contribute one of the three most important things they learned about working on a team during the project. Note these teamwork skills on the flip chart under the heading, “New Teamwork Skills We Have Learned,” and ask youth how these skills might be useful in the future.

## JOB DUTIES

The tools, Job Duties and Job Skills, encourage youth to think about all the job responsibilities they performed, the job skills they practiced over the course of the project, and how these new experiences can be applied to their future endeavors. In Job Duties, participants list all the duties they completed over the course of their project and consider which jobs or occupations might include these duties.

### IDEAS FOR USE

#### Job Duties

- \* Refer youth back to their copies of the Weekly Job Duty Report. They should have one report for each week of the project. Using these reports, ask youth to compile a list of all the job duties they completed over the course of their project.
- \* Ask youth to list the three job duties they liked the most and tell why. For each job duty, prompt young people to list professions, jobs, and vocations that include that job duty.
- \* Bring the young people together in a large group. Make a “master list” of all the job duties participants have completed during the course of the project. In a second column make a list of the professions or vocations that would include those job duties.

## JOB SKILLS

The Job Skills activity asks the young people to list all the skills they practiced in the course of their project. From all of the skills listed, the youth are asked to choose three and write a sentence about how they will continue to practice each of these skills in the near future.

### IDEAS FOR USE

#### Job Skills

- \* Give each youth time to fill out the forms individually. Then divide them into small groups and allow about 10-15 minutes for each group to make up a list of their collective skills. How many of these skills are new? Did the youth learn more skills than they anticipated? Fewer?
  - > Bring the youth back into the large group and on a flip chart create a “master list” of all the skills the young people practiced in the course of their project. Celebrate these new skills by giving a round of applause.
- \* Ask several youth to describe a new skill they learned and how they plan to use it in the future.
- \* Ask young people to share a skill they saw someone else learn and practice.





## FROM OTHERS' PERSPECTIVES

In this tool, participants speculate on how others working with them on the project felt about it and how someone outside of the project (a parent, neighbor, or friend) views the end result.

### IDEAS FOR USE



### From Others' Perspectives

- \* Give the youth 10 minutes to fill out the evaluation form. Bring them together for a brief discussion on the following points:
  - Ask young people how they think people in the community — observing your project from the outside — viewed it? Would they rate it a success? Why or why not?
  - How do they think their fellow team members rated the project?

## FROM MY PERSPECTIVE

This tool asks the youth to rate their project on a scale from 1-10 and write a paragraph on why they gave it their rating. A complementary activity might be for the youth to prepare a public information piece to share with the community.

### IDEAS FOR USE

#### From My Perspective

- \* Give the youth 10 minutes or so to fill out this tool, then bring them together in the large group for a brief discussion. Do a tally of the 1-10 rating each youth gave the project, and list their reasons for their ratings.
- \* Ask youth to compare their perspectives with the perspectives of adults in the community.
- \* For projects that are deemed a success, suggest the youth break into small groups to discuss ways they can tell the community about what they have done: a press release on the project for their local newspaper; a talk to the school board, parents, or classes in their schools; a testimony before policy makers; a photo essay or slide show; a workshop or play. Encourage creativity.
- \* If the project involved working with children, some young people might be interested in writing, illustrating, and publishing a children's book that tells the story of their struggles and successes in the project.
- \* Allow the discussion to be guided by how the ratings went. If there is general agreement that the project was not a success, spend some time analyzing why. If it was a qualified success, or if there is a wide variation in opinion, spend time trying to bring the group to some consensus. Take as much time as you need to bring closure to the team project experience.



## Project Profile

### **“Voting 101: Privilege, Not a Chore,”**

Sir Francis Drake High School, Academy X  
San Anselmo, California

**One by one the room fills with community members anxious to learn about political candidates, election issues, and the voting process.**

Voter education is a vital aspect of American life, and for these citizens the presentation they are about to experience, that will help them make informed decisions at the polling place has come about through the work of the 11th- and 12th-grade students of Academy X. With their three-and-a-half hour presentation series called “Voting 101: Privilege, Not a Chore,” Academy X students present what they have learned about the political arena in a forum that benefits their community.

Academy X is unlike conventional high school programs. Rather it is a ‘school-within-a-school’ leadership and humanities academy of roughly 100 students housed at Sir Francis Drake High School. The program combines three academic subjects and challenges students to participate in long-term community-based projects and internships. Academy X uses block scheduling to allow students more time throughout the day to work on projects. In order for the projects to succeed, students must cooperate and take on responsibility. During internships, students meet at the school one day per week and spend the rest of their week at the worksite.



**In addition to “Voting 101,” students have received front-page news coverage for their research, proposed solutions, and presentations they made to legislators on the topic of school facilities problems.**

Academy X students are linking their learning to their community, and the student-directed projects are what hold the program together. “My favorite part was working with my group members,” said one Academy X student. “We worked together efficiently and everyone was easy to get along with.”

At the end of the “Voting 101” evening, students reflect on their experience and impact on the community. “It’s just a really powerful experience to make an educated presentation to an audience who respects us as scholars and not just teenagers,” says one of the high school presenters.

What is their favorite part of the process? One Academy X’er sums it up for many participants by saying that it is “knowing that the adults were interested in what we had to say.”

*To learn more about Academy X, contact them at [drake.marin.k12.ca.us/academics/acadx/academyx.html](http://drake.marin.k12.ca.us/academics/acadx/academyx.html).*

## Project Profile

# African America Youth “Stand for Somethin’”

Leadership Excellence  
Oakland, California



**For young people to identify community problems, and then design and implement service projects to solve them, it takes a background in leadership.**

Based in Oakland, California, Leadership Excellence is committed to developing a new generation of leaders. Comprised of African American youth, ages 14-18, Leadership Excellence works to instill a strong service ethic and leadership skills in young people from urban areas in Oakland, Richmond, and San Francisco. Youth work together to plan and make real change in urban communities and to improve educational opportunities in their area.

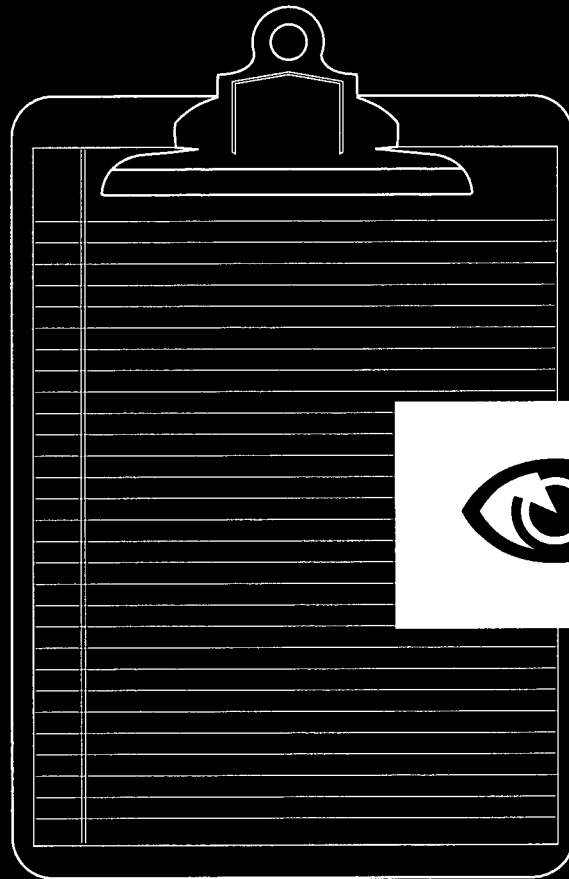
The approach of Leadership Excellence is based on multiple phases, all geared to let the young people define the issues. The first phase is targeted at younger children and focuses on building their cultural and self-awareness and basic leadership skills. The second phase is designed to build social awareness; young people

attend the five-day Camp Akili, where they train to become community activists through the development of leadership and critical-thinking skills, knowledge of social issues, and cultural esteem. This phase is followed by a yearlong leadership training program, Stand for Somethin', in which young people meet regularly to work on a particular school or community problem. The youth identify the problem and, with the support of Leadership Excellence, design and complete a community service project to solve it. The final phase, designed to expand youth's awareness of global issues, is Camp Afrique, a three-week summer program in which students travel to Ghana to conduct training and service projects as well as learn about their own history.

Last fall, the program sponsored a daylong event called Testimonies from the Village, where youth, parents, and volunteers had the opportunity to reflect on their experiences and share them with the community. The event made clear the positive impact Leadership Excellence has had both on its young members and the community as a whole.

**Participants reported increased pride in their culture, better understanding of the value of work in the community, and a strong commitment to continuing to build the program in the future.**

*To learn more about Leadership Excellence, contact them at [www.leadershipexcellence.org](http://www.leadershipexcellence.org).*



# Enrichment and Extensions

TOOLS FOR PROJECT SUCCESS

## IV

# Enrichment and Extensions

### Role Play

Role plays are an excellent way for young people to practice new skills before using them in the real world. Create “challenge scenarios” related to concepts you are trying to convey and have young people discuss and act these out. For example, if you are trying to get across the concept of effective teamwork in projects, you could have the young people role play both a positive and a negative team situation, and then discuss how each role felt.

### Small Group Work

When discussing an issue, for example why people spray graffiti in the neighborhood, you might first have the young people discuss the issue in pairs or small groups and then share their thoughts with the larger group. The smaller group discussion allows for more individual input and tends to be more open and in-depth than the large group discussion. To get young people out of “cliques” and working with everyone in the larger group, consider having a system for random grouping.

### Brainstorming

Brainstorming is an effective warm-up activity for group discussions and can be repeated for delving deeper into issues. It is also a quick way to gather a large number of ideas. The rules are simple:

- 1) The group states a question, problem, issue or idea.
- 2) The participants call out or record all the possible solutions or related ideas they can think of.
- 3) Nobody judges these ideas while they are being generated and everyone participates.
- 4) Once the group is done gathering ideas, it begins to evaluate them for possible conclusions, plans of action, or answers.

## Mapping

Visual constructs such as maps, diagrams, and charts show the relationships between ideas and help people generate new ones. Consider having youth map out various issues and then reflect on the process. For example, the group could brainstorm the issues behind a problem in the community and what the community needs in order to reach its goal. With flip chart paper and markers, the young people could map out (using symbols, pictures, and words) what causes the problem that the project addresses and, if applicable, map out where they think the community will be on the issue in six months or one year from now. For reflection, they could consider this question: Why is it important to be able to map out where you have been and where you are going?

## Using Proverbs & Quotes

Proverbs and quotes can be used to promote creative thinking. Find a proverb or quote relevant to the topic you are discussing and write it on flip chart paper or the chalkboard. Have the youth discuss the relevance of the quote to the issue. This activity works best in the preliminary thinking/project planning stage, when you are trying to build awareness about the importance of teamwork, effective communication, personal strengths, and goal setting.

Examples of proverbs relevant to the phases of a project:

### GETTING STARTED

*A journey of a thousand miles begins with a single step.*

—Chinese Proverb

### PROJECT PLANNING

*The beginning is the half of every action.*

—Greek Proverb

### PROJECT PLANNING, GOAL SETTING

*Vision without action is a daydream, Action without vision is a nightmare.*

—Japanese Proverb

### LEADERSHIP, TEAMWORK

*Behind an able person there are always other able people.*

—Chinese Proverb



### **GOAL SETTING, FOCUS**

*If you chase two rabbits, you will not catch either one.*

—*Russian Proverb*

### **LEARNING FROM MISTAKES**

*Smooth seas do not make skillful sailors.*

—*African Proverb*

### **COMPLETING GOALS**

*It is not a fish until it is on the bank.*

—*Irish Proverb*



In the Tools & Resource section of this volume, you will find a collection of quotes, “What Young People Say,” written by youth who have recently worked on projects. You could photocopy and distribute these quotes to project participants and ask them to identify a quote that relates to how they are feeling about their project or process. Or you could read selected quotes to young people and ask them to name the area of project planning the quote most directly describes, such as preliminary thinking, management, or understanding the big picture.

### **Movies & Music**

Ask young people to bring in lyrics to a song, a video clip, or the main points from a television show and discuss the messages in them. Many popular songs, films, and television shows can illustrate the concept of working in groups, leadership, communication, and community issues. Develop themes applicable to the project and teamwork.

### **Inventories**

Have young people design their own survey for members of the community, conduct the survey, and organize the results into charts or graphs. Surveys are effective tools for discovering and summarizing what people believe and do. They can also be used to identify and assess changes in thoughts and behavior over time. Surveys are also a good way to emphasize a message and/or start a dialogue.

## **Reading & Responding**

Have young people read a short article or story and write about or discuss how it relates to them and their goals for the project. Reading selections could include a relevant newspaper article, a profile of a young person doing something in his or her community, a fictional piece, or one of the project profiles included in this volume. Throughout the Youth Guide you will also find project “snapshots” describing various youth projects in the community.

## **Word Poems**

Invite youth to create acrostic or word poems. Young people can brainstorm key words about their project or process and then write these words vertically to use as starting points for the lines. Note that lines do not have to rhyme and their length is variable:

- w**      **willingness to work hard**
- o**      **on time**
- r**      **respect everyone**
- k**      **keep a positive attitude**
- e**      **evaluate performance**
- t**      **team player**
- h**      **high expectations for self**
- i**      **interested in work**
- c**      **come prepared**
- s**      **stay out of office gossip**

## **Documentation**

Encourage each project participant in your group to use a three-ring binder for completed worksheets, log entries, timelines, resources, and mementos documenting their experiences. This binder will serve as a personal journal of a team project experience, with room for creative expression through writing, artwork, and photographs. Remind the youth that a well-documented learning project can also provide materials for a portfolio or work resume.

## **Memento Gathering**

Encourage young people to collect and save any mementos of their work as the project progresses. Items to collect could include business cards, photographs, brochures from businesses and community organizations, certificates awarded, copies of thank you letters or letters of recognition, and clippings of newspaper articles or press releases. Remind youth that in addition to providing pleasurable memories of their hard work, mementos may also be helpful documentation for their future employment.

## **Researching Resources**

Have youth collect information and resources for and about other young people who are doing great projects in their communities. Throughout the project, young people will likely come across information about other youth who are making a difference, as well as information and resources that any youth involved in project-based learning could use. Such items may include newspaper or journal articles about youth projects, local or national organizations that support community projects, books or magazines that have information about project planning, and any helpful World Wide Web sites. Young people could read the project profiles in this Guide, look up the Web sites listed for these, and find more information on the projects and their participants. By compiling these resources, youth will have a head start in any future work they do for community change.

## **Certificates of Completion**

Awarding certificates of completion at the end of a project is a great way to reward a job well done. There is a sample certificate in the Tools & Resources section of the Facilitator's Guide, or you can create your own. While the example may be better suited for younger age groups, you can use it as a model to create a certificate that is appropriate for the youth involved in your project.

# Tools & Resources



## >> TABLE OF CONTENTS

### TOOLS

This section provides several reproducible tools that are helpful in various phases of a project.

- ➔ “Getting Brenda In Out of the Rain”
- ➔ Project Ideas
- ➔ Project Checklist
- ➔ Word Search Key
- ➔ Restaurant Activity Key
- ➔ Certificate of Completion

### RESOURCES

#### **CURRICULUM AND PRACTICAL GUIDES**

These guides contain activities, examples, and experiential exercises to facilitate project-based learning.

#### **ASSESSMENT AND PORTFOLIOS**

This section is helpful in documenting and collecting evidence of learning as well as assessing the work done.

#### **ORGANIZATIONS AND WEB SITES**

These organizations and Web sites provide a wide spectrum of on-line advice, resources, and examples that can help to make your project a success.

- Service-Learning and Project-Based Learning
- Youth Leadership Development and Youth Policy

*The Northwest Regional Educational Laboratory makes every effort to ensure that the content of the Web sites we reference complies with our guidelines for quality and appropriateness. However, the content of links sometimes changes without our knowledge.*

## TOOLS

# Getting Brenda In Out of the Rain

### PURPOSE

The purpose of this project (which was originally conceptualized by a group of teachers in Pasco, WA) is to build a wheelchair ramp for Brenda, a disabled high school student, to get in and out of her home. A team of youth will participate in every step of the construction, including planning, budgeting, fundraising, and building the ramp itself. The activities involved address academic standards (CIM and CAM) as well as Oregon's Career-related Learning Standards. The project reflects the four core components recognized as essential to a successful service learning experience: preparation, action, reflection, and recognition or celebration. Additionally, "all aspects of an industry" are embedded in the activities. These included planning, finance, management, principles of technology, technical and production skills, health/safety/environment, community involvement, and labor issues.

INDIVIDUAL or **GROUP** project (circle one)

### CONTENT AREAS COVERED

English, Math, Science, Social Sciences, and Career-related Learning Standards

### THIS PROJECT IS CONNECTED TO (check all that apply)

- Job shadow
- Internship
- Service Learning
- Career exploration
- School-based enterprise
- Other

# 1. Building a Background For Brenda's Ramp

Products/Outcomes	Activities	Resources	CIM & CAM Benchmarks and Career-Related Learning Standards
<p>1a. Understanding the challenges of being in a wheelchair</p> <p>1b. Familiarity with laws and government regulations that protect those with disabilities</p>	<ul style="list-style-type: none"> <li>• Interview people with disabilities to find out what it's really like to be physically challenged.</li> <li>• Spend time in a wheelchair to get a sense of the challenges, especially the barriers to mobility.</li> <li>• Learn how the Americans with Disabilities Act (ADA) ensures disabled citizens of their rights.</li> </ul>	<ul style="list-style-type: none"> <li>) Social service agencies which advocate for the disabled for information and referrals to interviewees</li> <li>) National Information Center for Children and Youth with Disabilities (NICHCY) Web site</li> <li>) ADA Web site: <a href="http://www.usdoj.gov/crt/ada">www.usdoj.gov/crt/ada</a></li> </ul>	<p><b>CIM &amp; CAM</b></p> <ul style="list-style-type: none"> <li>✓ Reading: Comprehend a variety of printed materials.</li> <li>✓ Communication: Speak effectively for a variety of audiences and purposes and listen effectively to gather information.</li> <li>✓ Civics and Government: Understand and apply knowledge about governmental and political systems, and the rights and responsibilities of citizens.</li> </ul> <p><b>Career-related Learning Standard</b></p> <ul style="list-style-type: none"> <li>✓ Communication: Acquire, process, use, and transfer information.</li> </ul>

# 2. Designing Brenda's Ramp

Products/Outcomes	Activities	Resources	CIM & CAM Benchmarks and Career-Related Learning Standards
<p>2a. A ramp design that meets Brenda and her family's needs</p>	<ul style="list-style-type: none"> <li>• Interview people using ramps about their preferences, needs and concerns.</li> <li>• Interview healthcare professionals and/or advocates about design considerations.</li> <li>• Research types of ramps.</li> <li>• Investigate various wood treatments in order to determine those that are environmentally friendly and safe during all types of weather.</li> <li>• Present Brenda and her family with options for the ramp design and discuss their needs and preferences.</li> <li>• Select ramp design based on research and input from Brenda and her family.</li> </ul>	<ul style="list-style-type: none"> <li>) Social service agencies which advocate for the disabled for referrals to ramp users</li> <li>) Local home health care providers and physical therapists for input on appropriate design</li> <li>) Industrial arts instructors</li> <li>) Construction companies or carpenters specializing in building/ renovating housing for the disabled</li> <li>) Library or Internet for information on ramp design</li> <li>) 800 numbers of stain/ paint manufacturers for information about product treatments</li> </ul>	<p><b>CIM &amp; CAM</b></p> <ul style="list-style-type: none"> <li>✓ Reading: Comprehend a variety of printed materials.</li> <li>✓ Communication: Speak effectively for a variety of audiences and purposes and listen effectively to gather information.</li> <li>✓ Statistics and Probability: Collect, organize, display, interpret, and analyze facts, figures, and other data.</li> </ul> <p><b>Career-related Learning Standard</b></p> <ul style="list-style-type: none"> <li>✓ Communication: Acquire, process, use, and transfer information.</li> </ul>

### 3. Planning the Ramp Project

Products/Outcomes	Activities	Resources	CIM & CAM Benchmarks and Career-Related Learning Standards
<p>3a. Materials list</p> <p>3b. Project budget</p> <p>3c. Understanding of the strict codes regulating how and where structures can be built</p>	<ul style="list-style-type: none"> <li>• Produce a preliminary ramp design by examining selected design in detail, and make necessary adaptations and changes.</li> <li>• Develop a materials list for the ramp.</li> <li>• Determine prices for materials by comparison shopping.</li> <li>• Gather information on codes and necessary building permits.</li> <li>• Create a project budget.</li> </ul>	<ul style="list-style-type: none"> <li>) Industrial Arts instructor</li> <li>) Lumber yards, hardware stores, and home improvement centers</li> <li>) Catalogs and online sources for building materials</li> <li>) Excel or other spreadsheet program</li> <li>) City and county permit offices</li> <li>) Local business inspectors</li> </ul>	<p><b>CIM &amp; CAM</b></p> <ul style="list-style-type: none"> <li>✓ Reading: Comprehend a variety of printed materials.</li> <li>✓ Calculations and Estimations: Select and apply mathematical operations in a variety of contexts.</li> <li>✓ Mathematical Problem Solving: Design, use and communicate a variety of mathematical strategies to solve problems.</li> <li>✓ Economics: Understand economic concepts and principles and how available resources are allocated in a market economy.</li> </ul> <p><b>Career-related Learning Standards</b></p> <ul style="list-style-type: none"> <li>✓ Teamwork: Demonstrate effective teamwork.</li> </ul>

## 4. Creating the Construction Company

Products/Outcomes	Activities	Resources	CIM & CAM Benchmarks and Career-Related Learning Standards
<p>4a. Knowledge of professional/trade jobs</p> <p>4b. Familiarity with how projects are structured and managed</p> <p>4c. Clearly assigned duties and expectations for each team member</p> <p>4d. Safe work environment at construction site</p>	<ul style="list-style-type: none"> <li>• Identify the jobs related to constructing the ramp and the skills necessary to do the jobs.</li> <li>• Interview the executive(s) of local construction firms about how their companies are structured and managed.</li> <li>• Discuss management styles and decide upon one appropriate for the project.</li> <li>• Develop job descriptions for all aspects of the project.</li> <li>• Conduct surveys of team members to determine strengths and interests.</li> <li>• Assign duties and responsibilities to team members.</li> <li>• Develop a work plan, including a time line, to ensure that work is being completed in sequence and in a timely manner.</li> <li>• Create a safety team to conduct safety training and to regularly inspect site.</li> </ul>	<ul style="list-style-type: none"> <li>) Local members of professions/trades for information on jobs</li> <li>) Local unions as a resource for identifying jobs/skills, job market and employment trends</li> <li>) Building Industry Exchange Web site</li> <li>) Careers in Construction Web site</li> <li>) Business tech instructor(s)</li> <li>) Local university MBA program for organization and management</li> <li>) Small Business Association for information on management</li> <li>) Dictionary of Occupational Titles as a resource for job descriptions</li> <li>) Project management software (optional)</li> </ul>	<p><b>CIM &amp; CAM</b></p> <ul style="list-style-type: none"> <li>✓ Reading: Comprehend a variety of printed materials.</li> <li>✓ Communication: Speak effectively for a variety of audiences and purposes and listen effectively to gather information.</li> </ul> <p><b>Career-related Learning Standards</b></p> <ul style="list-style-type: none"> <li>✓ Career Development: Research and analyze the world of work to make informed career choices.</li> <li>✓ Communication: Acquire, process, use and transfer information.</li> <li>✓ Personal Management: Demonstrate appropriate workplace behavior.</li> <li>✓ Teamwork: Demonstrate effective teamwork.</li> <li>✓ Workplace Systems: Analyze work-related systems, processes and procedures.</li> </ul>

## 5. Connecting with the Community

Products/Outcomes	Activities	Resources	CIM & CAM Benchmarks and Career-Related Learning Standards
<p>5a. Community involvement and publicity for community service program/efforts</p> <p>5b. Funds to support project</p>	<ul style="list-style-type: none"> <li>• Talk with family and friends to see if they are interested in volunteering their time for the project.</li> <li>• Create and post posters about volunteer opportunities.</li> <li>• Contact local businesses to solicit volunteers and/or donations of materials or cash.</li> <li>• Plan and conduct fundraising activities such as a bake sale, car wash, or wheelchair race.</li> </ul>	<ul style="list-style-type: none"> <li>) Computers, word processing and desk top publishing software, and printers for producing fundraising letters and creating posters</li> <li>) Community contacts such as booster clubs or advisory committee members</li> <li>) Professional fundraisers for information about planning and holding a fundraising event</li> <li>) School or program facilities (as site for fundraising events)</li> </ul>	<p><b>CIM &amp; CAM</b></p> <ul style="list-style-type: none"> <li>✓ Communication: Speak effectively for a variety of audiences and purposes and listen effectively to gather information.</li> </ul> <p><b>Career-related Learning Standards</b></p> <ul style="list-style-type: none"> <li>✓ Communication: Acquire, process, use, and transfer information.</li> <li>✓ Teamwork: Demonstrate effective teamwork.</li> </ul>



## 6. Building Brenda's Ramp

Products/Outcomes	Activities	Resources	CIM & CAM Benchmarks and Career-Related Learning Standards
6a. Final blueprints for ramp 6b. Building Permits 6c. A COMPLETED RAMP FOR BRENDA	<ul style="list-style-type: none"> <li>• Complete thumbnail sketches of ramp(s).</li> <li>• Produce blueprints and obtain certification that final blueprints meet safety standards for wheelchair use.</li> <li>• Complete all building code paperwork and obtain building permit.</li> <li>• Complete purchase orders and buy supplies, tools, and equipment that have not been donated or lent.</li> <li>• Consult with volunteer construction and landscape professionals during the construction.</li> <li>• Conduct ongoing inspection to ensure that the ramp is in compliance with city building codes.</li> <li>• Construct the ramp.</li> </ul>	<ul style="list-style-type: none"> <li>} Drafting texts, materials, and equipment</li> <li>} CAD program</li> <li>} Industrial Arts instructor</li> <li>} Building inspector</li> <li>} City or county permit office materials and employees</li> <li>} State Department of Consumer &amp; Business Services – Building Codes Division Web site</li> <li>} School shop for tools if this is a school-based project</li> <li>} Construction professional for ongoing advice and expertise</li> <li>} Landscape architect or landscape book for input on aesthetics</li> <li>} Safety inspection checklist</li> </ul>	<p><b>CIM &amp; CAM</b></p> <ul style="list-style-type: none"> <li>✓ <b>Communication:</b> Speak effectively for a variety of audiences and purposes and listen effectively to gather information</li> <li>✓ <b>Calculations and Estimations:</b> Select and apply mathematical operations in a variety of contexts.</li> <li>✓ <b>Measurement:</b> Select and use units and tools of measurement.</li> <li>✓ <b>Geometry:</b> Reason about geometric figures and properties and use models, coordinates, and transformational geometry to problem-solve.</li> <li>✓ <b>Mathematical Problem Solving:</b> Design, use, and communicate a variety of mathematical strategies to solve problems.</li> <li>✓ <b>Science and Technology:</b> Understand the interconnections among science, technology, and society.</li> </ul> <p><b>Career-related Learning Standards</b></p> <ul style="list-style-type: none"> <li>✓ <b>Communication:</b> Acquire, process, use, and transfer information.</li> <li>✓ <b>Teamwork:</b> Demonstrate effective teamwork.</li> <li>✓ <b>Personal Management:</b> Demonstrate appropriate workplace behavior.</li> </ul>

## 7. Celebrating the Project

Products/Outcomes	Activities	Resources	CIM & CAM Benchmarks and Career-Related Learning Standards
7a. Understanding of a variety of ways to publicize a project	<ul style="list-style-type: none"> <li>• Write and distribute press releases about the project.</li> </ul>	<ul style="list-style-type: none"> <li>) Persons handling publicity for non-profits as resources for the publicity effort</li> </ul>	<p><b>CIM &amp; CAM</b></p> <ul style="list-style-type: none"> <li>✓ Communication: Speak effectively for a variety of audiences and purposes and listen effectively to gather information</li> </ul>
7b. Increased community awareness of the project and community service efforts	<ul style="list-style-type: none"> <li>• Set up interview(s) with local newspapers.</li> </ul>	<ul style="list-style-type: none"> <li>) Computer or technology instructor or professional Web designer</li> </ul>	<ul style="list-style-type: none"> <li>✓ Writing: Use writing as a tool to learn, reflect, and communicate for a variety of audiences and purposes.</li> </ul>
7c. Understanding of the importance of service to others	<ul style="list-style-type: none"> <li>• Arrange television coverage.</li> <li>• Create a Web page devoted to the ramp project.</li> <li>• Plan and stage a celebration event for which Brenda and her family help develop a guest list and Brenda cuts the ribbon to her new ramp.</li> <li>• Write thank you letters to professionals, instructors, and volunteers who assisted in project.</li> </ul>		<p><b>Career-related Learning Standards</b></p> <ul style="list-style-type: none"> <li>✓ Communication: Apply principles and skills of effective communication.</li> </ul>

## Project Ideas

The opportunities for identifying community needs, fulfilling them and learning in the process are limitless. Here are 35 ideas that could inspire many others:

1. Adopt a local cemetery. Explore historical, social, and economic issues, maintain the cemetery, decorate it for appropriate holidays.
2. Plan an art exhibit/fair at a local school or community center. It could be theme-based. Showcase a community or student artist, present a period of art history, or explore a particular art medium or style.
3. Hold an auction as a fundraiser for a school or local non-profit.
4. Plan a bike or scooter safety rodeo. Invite local law enforcement and children's hospital trauma unit, have an obstacle course, and sell safety helmets.
5. Create bilingual books for a community center or language magnet school.
6. Create books for a younger audience. Create stories and read or perform them.
7. Create books on tape for a senior center or an elementary school class; explore youth development or intergenerational issues as subject matter is chosen.
8. Act as botanical/wildlife guides to local plant and animal life.
9. Plan a car wash as a fundraiser for a school or a local non-profit.
10. Plan a carnival as a fundraiser or just for fun.
11. Plan a cultural awareness celebration/fair. Explore historical and social connections.
12. Host a craft market and donate proceeds to a local community agency.
13. Plan an employment fair for teens or all community members to explore various careers.
14. Make food baskets for those in need. Explore issues such as homelessness, hunger and poverty.
15. Create a how-to handbook on how to recycle, find a job, fix a bicycle or log onto the Internet.
16. Set up/moderate an Internet listserv that addresses an issue or subject of interest.
17. Plan a landscape project at a senior center.

18. Start a literary or special interest magazine and develop a marketing plan.
19. Organize a mural project. Design and create a mural for the community and explore the history and political significance of murals.
20. Plan a multi-cultural music festival.
21. Plan a neighborhood cleanup with younger people in the community.
22. Start a neighborhood recycling initiative and evaluate its impact.
23. Create a newsletter or 'zine about a particular subject such as AIDS prevention, homelessness or staying in school.
24. Create a small business, such as T-shirt printing, hand-made cards or a landscaping service.
25. Develop a playground/build a play structure in conjunction with a school, the city or a local community development organization.
26. Organize a street fair and use a committee approach to plan and assess every aspect of it.
27. Invent and make toys and games for a classroom, a local hospital, or a school. Explore child development, toy invention and manufacturing and the practice of learning from play.
28. Host a used book sale or book exchange. This could also be a promotion for reading/literacy or a fundraiser.
29. Organize a voter registration/citizenship awareness drive.
30. Create a young person's guide to being a good citizen.
31. Create a youth council. Gather young people together to explore community issues and make change.
32. Develop and serve on a youth advisory committee for a local business or community organization.
33. Organize a walk-a-thon to raise awareness and possibly funds for a non-profit that is addressing a particular issue.
34. Create a web site for a classroom, school, or local community-based organization. Research the history of the Internet, explore the Internet as a communication tool, project what it will look like 25 years from now.
35. Teach a workshop or series of workshops relevant to youth. Explore an issue and develop and deliver training.

# Project Checklist

Are you integrating these key aspects of successful project planning? Use this checklist to help determine if your project includes all the components of a quality learning experience for young participants.

## PRELIMINARY THINKING AND PROJECT PLANNING

- Is the project based on principles of youth development?
- Do the project goals relate to issues of importance to young people?
- Do the young people themselves identify the community need addressed by the project?
- Do all participants understand their project goals? Can they accurately describe the purpose of their project?
- Is the project based in national standards of youth development and project-based learning?
- Does the project incorporate social justice values, diversity training, and equal opportunity for everyone?

## GETTING THE BIG PICTURE AND DEVELOPING THE MASTER PLAN

- Are young people involved in all aspects of the project? For example, do they participate in financing, managing, training, scheduling, and obtaining the materials and resources required for completing the project?
- Is decision making shared among young people and adults? Do young people have positions of authority and responsibility for making decisions on all issues and solutions?
- Is adult guidance and supervision provided throughout the project?
- Does the project have an identifiable structure with a beginning (planning and community building), middle (doing, documenting, and reflecting) and end (reflecting, recognition, celebration, and evaluation)?

## ACCESSING RESOURCES

- Does the project encourage young people to seek information, advice, and guidance from community members and others? For example, do they interview community members about community needs? Do they have access to management professionals, tradespeople and other experts on aspects of the project?
- Are parents involved in the project?
- Are employers actively engaged as supporters and/or participants in the project?
- Do the young people access resources beyond their community? For example, do they use the Internet for information and/or to interact with others doing similar projects in other places?

## DOING AND DOCUMENTING

- Does the project foster relationships between the young people and caring adults by providing expertise, opportunities, tools, and information that facilitate positive interaction?
- Do young people have opportunities for leadership in day-to-day activities?
- Does the project encourage positive peer relationships?
- Does the project provide a safe environment where all people feel valued? Does the staff demonstrate cultural competence? Are people from diverse backgrounds included in the collaboration? Are both adults and young people respected?
- Are young people exposed to career options, planning, and readiness throughout the project?
- Does the project emphasize skill development and competencies valued by employers?
- Does the project challenge young people to use higher-level thinking skills, think creatively, and solve problems?
- Do the young people document competencies gained through the project?

## REFLECTING

- Does the project help young people connect learning—including academic learning—with work and successful employment?
- Are there opportunities and encouragement for the young people to make connections between themselves, the community and world of work, and to understand the value of education and life-long learning?
- Are the young people offered extended services and support after the project is completed?

## EVALUATION

- Is evaluation addressed during the preliminary thinking and planning of the project?
- Is evaluation of the project aimed at strengthening positive outcomes for the young people?
- Are the young people an active part of the evaluation process from beginning to end?
- Is evaluation a central, ongoing part of the project?
- Are the results from evaluations shared with the young people?

# Key for "Workplace"

## Word Search I

Find the 16 project-related terms in the puzzle below. Terms may be written vertically, horizontally, diagonally, or even backwards. Good luck in your search!

ask questions	independent worker	resources
commitment	planning	risk service
community	portfolio	teamwork
creativity	problem solver	time management
determination	reflection	wages

The word search grid is a 15x15 square. The words are circled as follows:

- problemsolver**: Horizontal, top row.
- patut**: Vertical, right side, column 14.
- independentworker**: Diagonal, top-left to bottom-right, starting at row 2, column 2.
- resources**: Horizontal, middle-right, row 5, column 11.
- commitment**: Horizontal, middle, row 4, column 5.
- community**: Vertical, left side, column 2.
- creativity**: Horizontal, middle, row 6, column 5.
- problem solver**: Horizontal, middle, row 7, column 5.
- time management**: Horizontal, bottom, row 14, column 5.
- determination**: Horizontal, bottom, row 15, column 5.
- reflection**: Vertical, right side, column 13.
- risk service**: Horizontal, middle-right, row 8, column 11.
- teamwork**: Horizontal, middle-right, row 9, column 11.
- wages**: Horizontal, middle-right, row 10, column 11.



## Restaurant Activity Key

IF YOU SAID →	YOU ALSO SAID →
GOOD FOOD →	PRODUCTION SKILLS
VALUE FOR YOUR \$\$\$ →	FINANCE
GREAT SERVICE →	COMMUNITY ISSUE/PRODUCTION SKILLS
AMBIANCE/CLEAN →	HEALTH, SAFETY, & ENVIRONMENT
ON THE BUS LINE/EASY PARKING →	PLANNING
GOOD SELECTION OF FOOD →	PLANNING
QUICK SEATING/FOOD SERVED IN A TIMELY FASHION →	MANAGEMENT
FAMILIAR, FRIENDLY STAFF →	LABOR ISSUES
5-STAR CHEF/PARTICULAR COOKING TECHNOLOGY (ROASTING/GRILLING) →	PRINCIPLES OF TECHNOLOGY

## What Young People Say...

### PRELIMINARY THINKING/PRE-PLANNING

“I really enjoyed deciding what we were going to do our project on because it made me feel important.”

“It was fun to think about our project in a group where I became friends with people I didn’t really know before.”

“I liked it that we got to choose our own project. Since we were doing all the planning and work, it’s good that it was on a topic that mattered to us.”

“The best part of choosing our topic was that I felt my ideas were respected by my team members and adults.”

“Thinking about everything ahead of time made it much easier to decide who would do what and how long it would take us to complete the project.”

“My favorite part of the project was the active and beneficial role it played in the community. The community is better off because of our project.”

### PROJECT PLANNING

“As young people, we planned the whole project from beginning to end, with help from our teachers.”

“I gained respect because of what I was able to offer from the research I did on our project.”

“At the beginning, my group had a hard time meeting our project deadlines, so we had to figure out how to work better as a team in order to reach our goals.”

## GETTING THE BIG PICTURE

“I learned the most when I had to get information and do community research for our project. I had never done anything like that before.”

“We had to learn a lot about the community, state and local laws, and how to present our ideas.”

“There’s a lot more that goes into building something for the community — you have to think about materials, tools, money, and getting along with everyone.”

“My group did all the work as a team; we set up, researched, planned, and finished it together. Even though we all had different ideas, it worked out well.”

## YOUR MASTER PLAN

“My advice to someone who is planning a project is to make a definite timeline starting from the beginning to the end — stick to it and leave plenty of time for things that may not go right.”

“As we were working on our project, we realized that there were a lot of little details that we didn’t think of when making our project checklist. It’s important to be flexible and compromise.”

“We had committee meetings to help decide what we should do. Each person in my group had a say in just about all of it.”

“We had a common place on a bulletin board where we could all see what still had to be done and how far we had come already. It was a good way to stay on target.”

## DOING

“I took a leadership role on the project to help give direction and get things done on time.”

“Being the informer rather than the informed made me feel knowledgeable.”

“Communication with other people on the project and with people in the community is extremely important while working as a group.”

“Everyone had a chance to be a leader for the day. We all had to take turns giving and receiving direction.”

“My favorite part was working with my group members. They worked very efficiently and were easy to get along with. Cooperation with everyone is really critical.”

## REFLECTING

“It was good to know that the adults in our community respected what we did as a team.”

“I feel that I educated people in my community about issues that will help them make more informed decisions.”

“It’s a really powerful experience to work on a project where I’m respected as a scholar and not just a teenager.”

“I felt a huge sense of accomplishment after we reached our goal and finished our project.”

# Certificate of Completion

Awarded to



*For successfully completing*

## **Everyone's Guide to Successful Project Planning Tools For Youth**

*thereby acquiring skills and tools you'll use for the rest of your life  
to help you find exciting careers,  
form rewarding work relationships, and work effectively and efficiently.*



Awarded this \_\_\_\_\_ day of \_\_\_\_\_, in the year \_\_\_\_\_

Signed by \_\_\_\_\_

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School/Organization \_\_\_\_\_

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# RESOURCES

## Curriculum and Practical Guides

### **Active Citizenship Today: Field Guide**

### **Active Citizenship Today: Handbook For Middle School Teachers (1995)**

Step-by-step curriculum that helps students study issues through the analysis of public policy and plan action projects addressing community needs.

Close Up Foundation and Constitutional Rights Foundation, (703) 706-3640.

### **City Youth: Education and Community Action; Student Workbook. City Youth: Education and Community Action, 2nd Edition; Teacher's Guide (1998)**

This multidisciplinary curriculum for middle schools provides sequenced lessons and activities that help students study community issues and learn steps to create their own action projects.

Constitutional Rights Foundation, (213) 487-5590.

### **Collaboration Handbook: Creating, Sustaining, and Enjoying the Journey**

By Michael Winer and Karen Ray (1994)

A practical guide for bringing together diverse stakeholders. Gives concrete steps that any group can follow when collaborating. Includes worksheets to guide and document the collaborative process.

Amherst H. Wilder Foundation, 1-800-274-6024.

### **Connections: Linking Work and Learning**

A set of 8 products designed to help structure and document learning in the community. The products are as follows: Employer Recruitment and Orientation Guide; Job Shadow Guide; Career Exploration Guide; Learning Site Analysis Form; Integrated Workplace Learning Project Guided; Survival Skills—A Guide to Making it on Your Own; Learning in the Community A to Z; Teachers Learning in the Community—A Field Guide.

Northwest Regional Educational Laboratory, (503) 275-9500.

### **Learning From Field Experience: A Guide For Student Reflection in Youth Participation Programs**

By Daniel E. Conrad (1982)

Provides tools and activities for reflection on experience and project-based learning. National Commission on Resources for Youth.

### **Pathways to the Multicultural Community: Leadership, Belonging, and Involvement**

By Suzanne Bennally, Jere J. Mock, and Morgan Odell, Eds. (1996)

A series of essays from administrators to students that discuss methods for building and sustaining strong, high-quality, and diverse educational institutions. Examines complex issues facing real people in a multicultural society.

Western Interstate Commission for Higher Education (WICHE), (303) 541-0290.

### **A Practitioner's Guide to Reflection in Service-Learning: Student Voices and Reflections**

By Janet Eyler, Dwight E. Giles Jr., and Angela Schmiede (1996)

Provides an array of step-by-step reflection activities for all aspects of project-based learning as well as a section of "student voices". Available through the Corporation for National Service <<http://www.nationalservice.org/>>.

Vanderbfsity.

### **Real Learning, Real Work: School-to-Work as High School Reform**

By Adria Steinberg (1998)

Explores the School-to-Work movement and many of the surrounding issues.

The book examines both the pitfalls and the promises of using School-to Work to transform American high schools. Includes design principles for projects and stories from the field. Routledge, (212) 216-7800.

### **Training Materials for Community Youth Programs**

By Barry Checkoway, Kameshwari Pothukuchi, and Rogear Purnell (1992).

A comprehensive guide and annotated bibliography of training materials and practical tools for people organizing and planning community youth programs.

School of Social Work, University of Michigan.

# Assessment and Portfolios

## **Assessing Student Outcomes: Performance Assessment Using the Dimensions of Learning Model**

By Robert J. Marzano, Debra Pickering, and Jay McTighe (1993)

Includes practical suggestions for assessing performance, as well as examples of rubrics that address content standards, and blank forms that are ready for use.

Association for Supervision and Curriculum Development, (703) 549-9110.

## **Multiple Assessments For Multiple Intelligences**

By James Bellana, Carolyn Chapman, and Elizabeth Swartz (1994)

Includes ready-to-use tools for assessing projects that emphasize the seven intelligences identified by Howard Gardner. Also included are sample lesson plans and standards for creating rubrics.

Skylight Training and Publishing, Inc., 1-800-348-4474.

## **Portfolio Assessment: A Handbook For Middle Level Teachers**

By Keith Lustig (1996)

Provides explanations and examples including portfolio criteria and possible reflection questions.

National Middle School Association, 1-800-528-NMSA.

## **Portfolio Power: The New Way to Showcase All Your Job Skills and Experiences**

By Martin Kimeldorf (1997)

Contains step-by-step explanations on how to document experience and learning through a portfolio.

Peterson's Education Center, <<http://www.petersons.com>>.

## **Service-Learning and Assessment: A Field Guide For Teachers (1999)**

Includes planning for assessment, rubrics for looking at student products, anchor tasks, inviting students into the process, how service-learning can demonstrate standards, and planning and reflection tools. Download a copy of this guide from The National Service-Learning Clearinghouse <<http://nic.sl.jaws.umn.edu/>>, or call 1-800-808-7378 to have a copy sent to you.

National Service-Learning and Assessment Study Group.



## **FREE SPIRIT PUBLISHING**

Free Spirit Publishing provides an array of great publications dealing with many aspects of working with young people. The following titles are available through Free Spirit Publishing, Inc., (612) 338-2068.

### **Creating Portfolios For Success in School, Work, and Life A Teacher's Guide to Creating Portfolios For Success in School, Work, and Life**

By Martin Kimeldorf (1994)

Provides both tools for young people and a teacher's guide to lead students through the creation of a portfolio.

### **The Kid's Guide to Service Projects: Over 500 Service Ideas For Young People who Want to Make a Difference**

By Barbara A. Lewis (1995)

Contains over 500 service project ideas and a list of how to go about doing these projects.

### **Stick Up For Yourself! Every Kid's Guide to Personal Power and Positive Self-Esteem**

By Gershen Kaufman and Lev Raphael (1990)

### **A Teacher's Guide to Stick Up For Yourself! A 10-Part Course in Self-Esteem and Assertiveness For Kids**

By Gerri Johnson, Gershen Kaufman, and Lev Raphael (1990)

A 10-part course in self-esteem and assertiveness for young people including, Learner outcomes, lesson plans, experiential activities, reproducible handouts, and evaluation tools.

### **The Struggle to be Strong: True stories by Teens About Overcoming Tough Times and A Leader's Guide to The Struggle to be Strong: How to Foster Resilience in Teens**

By Al Desetta, Sybli Wolin, and Keith Hefner (2000)

True stories from young people that have faced tough circumstances and demonstrated resilience to work through them. Leader's guide includes notes on facilitation and activities that accompany the stories.

## **What Are My Rights? 95 Questions and Answers About Teens and the Law**

By Thomas A. Jacobs (1997)

Identifies and explains laws that apply to the rights of young people.

## **What Do You Stand For? A Kid's Guide to Building Character**

By Barbara A. Lewis (1998)

Contains activities that help young people explore, experience, and strengthen positive character traits. Also included are profiles of "character in action" and additional resources.

# **Organizations and Web Sites**

## **SERVICE LEARNING AND PROJECT BASED LEARNING**

### **Alliance for Service-Learning in Education Reform (ASLER)**

This site takes you directly to ASLER's Standards of Quality for School-Based and Community-Based Service-Learning.

<http://www.quest.edu/business/quest/slarticle3.htm>

### **The Autodesk Foundation**

This site includes stories of successful projects, guidelines, and a wide spectrum of additional resources. There is also a project-based learning workbook that can be accessed through this site.

<http://www3.autodesk.com/adsk/index/0,,327082-123112,00.html>

### **The Big Dummy's Guide to Service-Learning**

The site includes simple answers to frequently asked questions about service-learning from the perspectives of faculty, program, student, administrative, and non-profit organizations.

<http://www.fiu.edu/~time4chg/Library/bigdummy.html>

### **The Buck Institute for Education**

This site offers an overview of project-based learning along with a handbook for teachers and Web resources.

<http://www.bie.org>

### **Building Bridges**

This site provides resources to help educators and non-profit organizations work together effectively. Includes a searchable list of project profiles and additional resources.

<http://www.centerpointinstitute.org/bridges/>

### **Close Up Foundation's Service Learning Quarterly**

This is a Web-based resource for educators including three project plans that incorporate service into standards-based curriculum. The toll-free phone number for Close Up's Service-Learning unit is 888-706-3450.

<http://www.closeup.org/servlern.htm>

### **Corporation For National Service**

The Corporation for National Service (CNS) is a federal agency that works with state governments and community organizations to provide opportunities for Americans of all ages to serve through AmeriCorps, Learn and Serve, and National Senior Service Corps programs.

<http://www.nationalservice.org/>

### **Do Something**

This organization encourages youth and educators to get involved with the community. The site provides contact information of how to get involved.

<http://www.dosomething.org>

### **Institute For Global Education and Service-Learning**

This organization helps create service-learning programs in schools through technical assistance, networking, sponsoring conferences, assisting in assessment, and providing resources. They also create opportunities for international student exchange and provide training and orientation for volunteers serving in schools and communities.

<http://philau.edu/Institute>

### **The International Partnership For Service-Learning**

This site provides information on programs that unite academics and community service internationally.

<http://www.ipsl.org/>

### **Learn & Serve America**

Learn and Serve America offers grants for service-learning programs in institutions of higher education, K-12 schools, and community-based organizations.

<http://www.cns.gov/learn/index.html>

### **Learn and Serve America Exchange**

If you need assistance implementing service-learning programs, have questions, or simply want to speak with someone who has “been there”, you can utilize the Exchange as a resource.

<http://www.lsaexchange.org>

### **Learn, Serve and Surf**

The Learn, Serve and Surf Web site claims to showcase some of the most effective, educationally sound service-learning resources and tools on the Internet.

<http://www.edb.utexas.edu/servicelearning/index.html>

### **LEARNS**

LEARNS provides training and technical assistance to America Reads and other Corporation for National Service projects focused on literacy and education.

<http://www.nwrel.org/learns/index.html>

### **National Service-Learning Clearinghouse**

The Clearinghouse is a comprehensive information system that focuses on all dimensions of service-learning, covering kindergarten through higher education school-based as well as community-based initiatives.

<http://nicsl.jaws.umn.edu/>

### **National Service Resource Center (NSRC)**

NSRC is a training and technical assistance provider to programs funded by the Corporation for National Service. This site includes an extensive resource library and links to other related sites.

<http://www.etr.org/nsrc>

### **NWREL**

This site highlights rural schools with service-learning programs, supplies links to local and national service-learning resources, and provides contact information.

<http://www.nwrel.org/ruraled/learnserve/index.html>

### **PiVit (Project Integration and Visualization Tool)**

This site provides downloadable planning software that aids teachers who are interested in project-based classrooms. The purpose of the Project Support Network is to aid elementary and secondary school teachers who are interested in making use of project-based science in their classrooms.

<http://www.umich.edu/~pbsgroup/psnet/>

### **Points of Light Foundation**

The Points of Light Foundation promotes volunteerism. This site provides service-learning resources for community-based organizations and volunteer centers.

<http://www.pointsoflight.org/>

### **Project Service Leadership (PSL)**

PSL assists Pacific Northwest Schools in integrating service into their curriculum and assessment programs. PSL acts as a clearinghouse for publications and curriculum models and provides professional development and training for educators, students, and community members.

[http://www.pie.wednet.edu/sl/psl\\_index.html](http://www.pie.wednet.edu/sl/psl_index.html)

### **ProjectMaker**

Download this free software to help in planning a service-learning project that meets a number of academic content areas, addresses the specific needs of your students, and utilizes technology.

<http://www.kn.pacbell.com/wired/NewCamp/projects.html>

### **Service-Learning Archive**

The Service-Learning Archive is an online collection of resources and a discussion list created by Communications for a Sustainable Future at the University of Colorado.

<http://csf.colorado.edu/sl/index.html>

### **UCLA Service-Learning Clearinghouse Project**

This Web site contains information and resources focusing on faculty issues, K-H partnerships, assessment and evaluation, training and technical assistance, and service-learning research as well as links to other valuable service-learning resources.

<http://www.gseis.ucla.edu/slc>

## **YOUTH LEADERSHIP DEVELOPMENT AND YOUTH POLICY**

### **Activism 2000 Project**

Encourages young people to speak up about issues they care about. Offers books, videos, training, and consulting on youth participation in decision-making processes along with free materials and technical assistance to young people on how to move their ideas into action.

<http://www.youthactivism.com>

### **Center for Law and Education (Dept. of Health and Human Services)**

Center for Law and Education works to bring about school- and district-wide change across the country in order to improve educational outcomes, particularly for low-income students. Information on All Aspects of the Industry can be found in the CLE Issue/Project area of this site.

<http://www.cleweb.org/issues/voced/aspects.htm>

### **Center for Youth as Resources**

Provides small grants to youth and supports them as they design and implement issue-related projects. Previous organizational and youth participants help provide training and technical assistance.

<http://www.yar.org>

### **Character Education Partnership**

Resources geared toward character education and links to other sites specifically integrating character education with service-learning.

<http://www.character.org>

### **Directory of State Service Commission Web Sites**

This site provides links to each state's Service Commission.

<http://members.aol.com/amostberg/page/service-sites.htm>

### **International Assessment**

This site provides a free download of the Motivational and Personal Appraisal (MAPP) instrument for the 2000-01 school year.

<http://assessment.com>

### **Learning In Deed**

The Web site offers information geared toward policymakers, educators and students, researchers, service-learning leaders, and members of the media.

<http://learningindeed.org>

### **National 4-H Council, At The Table**

At The Table seeks to advance the youth in governance movement on a national level. They maintain a database of organizations with youth board members and resources related to youth in governance.

<http://www.fourhcouncil.edu>

### **National Clearinghouse on Families and Youth**

The Clearinghouse is the central resource on youth and family policy and practice of the Family and Youth Services Bureau. This site highlights and provides resources on a youth development approach that suggests that helping all young people achieve their full potential is the best way to prevent them from becoming involved in risky behavior.

<http://www.ncfy.com>

### **National Youth Development Information Center**

This site contains information on youth development, including evaluation, research, careers in youth development, funding opportunities, policy issues, training opportunities, statistics on youth today, publications, youth web sites, and examples of projects

<http://www.nydic.org>

### **National Youth Leadership Council (NYLC)**

The National Youth Leadership Council's mission is to engage young people in their communities and schools through innovation in learning, service, leadership, and public policy. This site includes descriptions of model programs, listings of upcoming conferences, and professional development opportunities.

<http://www.nylc.org>

### **National Youth Summit 2000**

The mission of the Summit is to highlight and ignite service provided by youth-adult partnerships to better the lives of young people in communities. This site provides information about the summit as well as "Principles for Authentic Youth Involvement" a document created by Youth LEAD, 1998.

<http://www.nationalyouthsummit.org>

### **Promising & Effective Practices Network (PEPNet)**

PEPNet is a system and an information base for identifying and promoting what works in youth employment and development. This site includes a listing and work-book of criteria for effective practices for youth. They also highlight organizations successfully meeting the criteria, provide resources and activities, describe funding strategies, and include a self-assessment tool.

<http://www.nyec.org/pepnet/>

### **President's Student Service Challenge**

Information on award and scholarship programs for K-12 students who perform service. This site also includes stories of past youth award recipients.

<http://www.student-service-awards.org/awardheroes.html>

### **THE SEARCH INSTITUTE**

The Search Institute is an independent, non-profit organization whose mission is to advance the well being of adolescents and children. They are at the forefront of youth development and have done pioneering research in resiliency. The site has a wealth of information on ASSET-BUILDING in youth. (This is helping youth to build 40 developmental assets that form a foundation for healthy youth development and help youth grow into healthy, caring, and responsible adults.) The Web site also contains research, evaluation, publications, and practical tools completed by the Search Institute that center on youth development.

<http://www.search-institute.org>

### **Secretary's Commission on Achieving Necessary Skills (SCANS)**

This site contains a complete listing of the SCANS competencies—Commission-determined skills our young people need to succeed in the world of work. Also included on this site are youth and adult programs, grant postings, and related sites.

<http://www.ttrc.doleta.gov/SCANS/>

### **Youth In Action Network**

This is an excellent Web site for youth that want to be active in their community. The site contains a youth forum, action alerts, surveys, petitions, government info, a calendar of events, and an opinion page.

<http://www.mightymedia.com/act/>



## **YOUTH ON BOARD**

This organization seeks to revolutionize the role of young people in society by changing attitudes, preparing young people to be leaders and decision makers, and ensuring that public policy reflects a value of young people in their community. At this site you can access technical assistance, trainings, an array of publications, and links to other helpful organizations.

<http://www.youthonboard.org>

## **Youthlink: The Voice and Solutions of Youth**

This site provides a forum for youth to discuss issues and network with each other. They also have an extensive resource database.

<http://www.youthlink.org>



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