

Sample Timeline

	Activity	Ideas	Student Guide Page(s)
Week 1	<ul style="list-style-type: none"> Hand out the Student Planning Guide. Go over the “ground rules” Identify the problem/issue. Talk about the problem/issue. Connect to problem/issue with what you learned in school this year. Read/Discuss Measuring Impact page. Develop a plan to measure impact. 	<p>Watch Inspirational Video. http://www.ysa.org/hunger_warriors What made the student in the video so passionate? Are you passionate about an issue? What is it?</p> <p>Complete Marshmallow Challenge http://marshmallowchallenge.com/Instructions.html. Connect Marshmallow Challenge to 4 C's Rubrics (found at the end of the student guide).</p> <p>Check in with groups on a daily basis to share “aha” and celebrations.</p>	1-5
Week 2-3	<ul style="list-style-type: none"> Contact Community Partners/Guest Speakers. Complete Check-In page. Complete Work Plan & Resources Checklist. 	<p>Brainstorm a list of what you need to know to solve the problem. Where can you get that information? What experts can you call to speak to your group about the topic?</p> <p>Watch video on how a student organized her project. http://www.ysa.org/team_storm_and_team_quakes</p> <p>Check in with groups on a daily basis, to share “aha” and celebrations.</p>	6-9
Week 4	<ul style="list-style-type: none"> Take Action Complete 4 C's Rubrics 	<p>Take pictures, report out, and check in with groups on a daily basis, to share “aha” and celebrations.</p>	10-14
Week 5	<ul style="list-style-type: none"> Present to a Public Audience in the Cafeteria using tri-fold boards (similar to a science fair, except without the judging) or in a Skype call/ webinar or other virtual spaces. 	<p>Check in with groups on a daily basis to share “aha” moments and celebrations.</p>	

Suggested Assessments

4 C's Rubrics

- 4 C's (Critical thinking and problem-solving; Communication; Collaboration; Creativity & Innovation) rubrics can be found at the end of the student edition of this curriculum. They are in a Word document; YSA encourages you to edit the rubrics to fit your project.
- Facilitator can choose to use 1, 2, 3, or all of the 4 C's rubrics.
- Facilitator can use the 4 C's rubrics as a self-assessment, peer assessment, or teacher-administered assessment. When using the rubrics for peer assessment, students will need to explain in the last column why they give a specific grade to their partner/teammate and use their observation notes as evidence to support their claim.

Presentation to a Public Audience

- Consider presenting to a public audience, which can include other classrooms in your school, parents, community partners, elected officials, etc., near the end of your project.
- The format is similar to a science fair, without the judging. It gives your student(s) an opportunity to either create awareness, or share the action that they took to address an issue in their community, while developing critical communications skills.

Sample



Students at Begich Middle School in Anchorage, Alaska present to a public audience in their school cafeteria.

Persuasive Writing and Presentation Rubrics

- The Persuasive Writing & Presentation Rubrics at the end of this guide can be used to assess students' knowledge about the content knowledge they have learned at school, their knowledge about the selected issue area and their skills to communicate their knowledge to others. The rubrics are aligned to the Common Core Standards.

More assessment ideas can be found on the next page, "Project Examples," and throughout this guide.

Project Examples

Issue	Content Area	Outcome	Project
Childhood Hunger	Language Arts/ Social Studies	Awareness	Students educate the community on Summer breakfast programs in their community/state.
Polution	Science/Math	Service	Students collect water sample data, record the information and upload it to a statewide parks department database.
Literacy	Language Arts/Foreign Language	Service	Students start a buddy reading program, mentoring kindergarten students.
Teen Driver Safety	Science	Awareness	Students educate the community on seatbelt safety and link it to concepts in their Physics class.
Bullying	Language Arts/ Social Studies	Service	Students mentor younger students on ways to treat each other with respect.
Community Building	Social Studies/Journalism	Awareness	Students interview the seniors and create a presentation for a local nursing home.
Childhood Hunger	Social Studies/Health	Advocacy	Students advocate for a Statewide Breakfast Program.
Energy Conservation	Science/Computer Science	Awareness	Students investigate ways to conserve energy and host a conservation expo to educate the community about effective conservation methods.
Disaster Reconstruction	Arts/Math	Philanthropy	Students design, make and sell their self-made quilts to raise money for young children and their families who are victims of a disaster.
Recycling	Math/Science	Service	Students collect and categorize used items at school for their recycling programs.
Childhood Obesity	Health/ PE	Awareness	Student organize a health fair, with different nutritional and exercise stations.
Children's Healthcare	Business	Philanthropy	Students set up a book stand to raise more funds to support childhood cancer research.

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1. There are many ways that your students can connect with an issue expert. It can depend on your access to technology, or the area that you live in.
2. If you are arranging an in-person meeting, make sure that your students have done their research on the issue area and are prepared to ask informed questions.
3. Some groups may struggle to find issue experts. Sharing the issue experts who other groups identified may help.
4. This page can also be used to prepare to speak to the media or reach out to elected and government officials
5. Students should send a written thank-you to the issue expert after your conversation.

Sample

Classrooms with a Cause

Contacting Issue Experts

Issue experts can help you identify community needs and effective strategies and resources to address those needs; refine your project idea by providing feedback; and spread the word about your project.

Who to contact?

- o Passionate, engaging people—people who want to get others involved!
 - o Set up a Google Alert or do a Twitter search about your issue—who in your community is making news?
 - o Attend a community workshop or lecture. Check out the community events calendar in your local newspaper for a listing of these events.
- o Experts connected with these organizations working on your issue
 - o Government agencies or departments
 - o Issue-based organizations
 - o Universities or colleges
 - o Organizations working on a local level in the community you identified

How to contact?

- o Once you have identified someone to contact, do more research to learn about their work and their accomplishments. Check out their website or Twitter feed, or read articles they have written.
- o Send an introductory email asking for a short (5-10 minute) phone call or ask them direct questions in the email. Tell briefly about:
 - o Your inspiration and project—why this issue is important to you and what you are doing about it?
 - o Your “ask”—the advice or support you are seeking.
 - o Your assets—how the expert will benefit from advising or working with you.
 - o Your availability—days and times when you are free to talk.

Sample Introductory Email

Dear Professor Mahon,

I recently read about your research on the invasive species in the Michigan waterways. I would like to speak with you because I am also very interested in this issue! I am a middle school student and our school is right by the Illinois River. We are doing a project to prevent the invasive species in the Illinois River. Our goal is to use what we have learned about the eco system in our biology class to research for the cause of the invasive species and educate others about this issue at the end of our project.

Would you be available for a brief phone call with me? I would like to talk with you about invasive species in the great lakes and would really appreciate to receive your advice on how we could best attack this issue in our project. By helping me out, I am hoping that we can contribute to your research by sharing some of the data we have collected. I am available from 4:30pm to 6:00pm from Monday to Thursday and after 2:00pm on Fridays. Please let me know which days and times work best for you.

Thank you for considering my request. I look forward to hearing from you!

Respectfully,
Kevin C.
Adams Middle School

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1. Ask your students to fill this section out either individually or as a group.
2. Review/brainstorm as an entire class, the different ways that you can reflect about your project. Use the examples on the page.

Classrooms with a Cause

Check-In

Think about how your project connects with what you have learned in school, and how you are proposing to help your community. Draw a circle around the number that most closely matches how you feel.

	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
I am helping to solve an identified problem in my community.	1	2	3	4	5
I can see how this project connects to what I learned in school this year.	1	2	3	4	5
I am good at finding ways to solve problems.	1	2	3	4	5
I am making important decisions.	1	2	3	4	5
I am good at coming up with new ideas and/or creative ways of working with others.	1	2	3	4	5
I am good at working as part of a team.	1	2	3	4	5
I am good at communicating my ideas to other people.	1	2	3	4	5

Other Ways to think about your Project:

- Create a video or digital presentation (PowerPoint, Prezi, Glogster) presentation; invite your parents to see it!
- Create a storybook, story board, or digital story about your project.
- Design a scrapbook or photo collage.
- Write a poem or play based on your project.
- Create a bulletin board display.
- Keep a project journal—on your own, or as a group.

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Sample Prompts (Cont.)

What does recycling look like in your community? How can you improve the situation?

ENVIRONMENT: Energy Conservation

“Nature provides a free lunch, but only if we control our appetites.” –William Ruckelshaus,
Business Week, 18 June 1990

The United States is the second-largest single consumer of energy in the world. Many of the resources that we use to generate energy are non-renewable. There are environmental and social impacts associated with energy consumption. In 2010, the United States emitted over **6.8 billion** metric tons of greenhouse gases (CO₂e). Climate and weather disasters in 2012 cost the American economy more than **\$100 billion**.

Schools are also important players in energy consumption. Many schools are not designed to meet the growing demands of today's energy load.

- In 2011, homes and businesses emitted approximately **737.22 million** metric tons of greenhouse gases.
- K-12 school buildings in the U.S. use an average of **10 kWh** of electricity and 50 cubic feet of natural gas per square foot annually.
- Space heating, cooling, and lighting account for nearly **70%** of total school energy use.

What does energy consumption look like in your school? What will you do to help your school conserve energy?

ENVIRONMENT: Community Clean Up

“When students read the poll results about the dirtiest neighborhoods, they were fired up and wanted to do something about it. They wanted to live in the best neighborhoods, not the dirtiest!” a teacher explained why her class decided to do an anti-littering project.

Litter is a pervasive problem. It has a significant environmental and economic impact on our communities.

- Over **51 billion** pieces of litter appear on U.S. roadways each year. That's **6,729** items per mile of roadway.
- Packaging litter comprises nearly **46%** of litter **4 inches** and greater. Tobacco products comprise roughly **38%** of all U.S. roadway litter.

Presentation Rubric

	3- Meets Standards	2 - Partially Meets Standards	1 - Does Not Meet Standards
Content Knowledge	The presenter included a sufficient amount of useful information AND demonstrated deep understanding of the topic of the presentation.	The presenter has ONLY ONE of the following qualities: included a sufficient amount of useful information; demonstrated deep understanding of the topic of the presentation.	The presenter did not include a sufficient amount of useful information or demonstrated deep understanding of the topic of the presentation.
Support	The evidence includes ALL the following qualities: relevant to the claim; presented logically; pulled from credible sources.	The evidence includes some but not all the following qualities: relevant to the claim; presented logically; pulled from credible sources.	There is no evidence or the evidence includes none of the following qualities: relevant to the claim; presented logically; pulled from credible sources.
Audience	Used a speaking style that is appropriate to the task, purpose, and audience.	Used a speaking style that is somewhat appropriate to the task, purpose, and audience.	Used a speaking style that is not appropriate to the task, purpose and audience.
Delivery & Speaking	The presenter presented in a clear way AND successfully engaged the audience.	The presenter presented in a clear way but did not successfully engage the audience; OR The presenter successfully engaged the audience but did not present in a clear way	The presenter did not present in a clear way or successfully engaged the audience
Interaction	The presenter demonstrated active listening skills when others were speaking and effectively responded to others' questions and comments.	The presenter occasionally demonstrated active listening skills when others were speaking and effectively responded to others' questions and comments.	The presenter did not demonstrate active listening skills when others were speaking

**Diagnostic assessments such as filling in a KWL chart, creating a knowledge/assumption inventory, brainstorming ideas to solve the problem that they identified could be used at the beginning of the project.*