



MAKE A DIFFERENCE

ELA/Civics Project | Grades K-2 | 15-20 hours



BUCK INSTITUTE
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PROJECT OVERVIEW

FINAL PRODUCT

Students will design and take part in a community service event.

AREA OF STUDY

ELA/Civics

TIMEFRAME

15-20 hours

AGE GROUP

Grades K-2

KEY STANDARDS ASSESSED

[C3.D2.Civ.2.K-2 >>](#) Understand community roles
[C3.D2.Civ.6.K-2 >>](#) Collaborate to take action
[C3.D2.Civ.11.k-2 >>](#) Collaborate to make decisions
[C3.D2.Civ.7.6-8 >>](#) Civic virtues in action
[CCSS.ELA-LIT.W.1.2 >>](#) Examine a topic
[CCSS.ELA-LIT.W.1.8 >>](#) Include relevant facts and details

See [APPENDIX 1 >>](#) for the full list of standards.

RUBRICS

[Project Rubric >>](#)
[BIE Presentation Rubric >>](#)

PLANNING TOOLS AND TEMPLATES

[Project Design Companion >>](#)
[Student Planning Sheet >>](#)

DRIVING QUESTION

How can we take action to make a change in our community?

PROJECT DESCRIPTION

WHY MAKE A DIFFERENCE?

Adults aren't the only members of the community who can make a difference. When children are encouraged that they too can affect change, they begin to feel empowered and engaged. This project provides an opportunity for young students to take on the role of change agent and begin to explore how they can meet their civic responsibilities. As they work on this project, students explore potential roles in their community, as well as civic virtues.

WHAT MAKES THIS PROJECT GOLD-STANDARD PBL?

CHALLENGING PROBLEM OR QUESTION

Every community has challenges that can be addressed when groups of engaged citizens work together toward solutions. This project provides an opportunity for our youngest citizens to ask, "How can we take action to make a change in our community?"

PUBLIC PRODUCT

The student product, an act of community service, is inherently a public act.

KEY KNOWLEDGE, UNDERSTANDING, AND SUCCESS SKILLS

Students will understand that they are members of a community and, as such, have civic responsibilities. They will explore how all members of the community play important roles in working together to make decisions and accomplish common tasks.

AUTHENTICITY

Community service is an authentic act and experience in its own right. During this project, students provide a real service to their community as they engage with each other and members of their community to become a community helper who makes a difference.

SUSTAINED INQUIRY

Students begin their inquiry into communities and civic responsibility via discussions of their own experiences and through the experiences of characters in texts and videos. Inquiry into civic-mindedness and action continues through the process of identifying a community need, selecting a service project, and ultimately providing a community service.

STUDENT VOICE AND CHOICE

Students choose a community service project topic/location from a list they generate with adult support. Their voice is evident in their discussions and drawings about their own community and their own experiences.

CRITIQUE & REVISION

There are two specific "moments" when critique and revision are essential: when students choose their service project and after they develop their to-do list.

REFLECTION

Reflection is particularly essential after students receive a critique of their community service work and BEFORE they begin the revision process. Students will reflect on the key content and skills, the quality of their community service, their contributions to the service project, and the class' effectiveness as a service team.

WHAT IS COMMUNITY?

Community is defined as (1) a group of people living in the same place or having a particular characteristic in common and (2) a feeling of fellowship with others as a result of sharing common attitudes, interests, and goals. At the heart of every community is the connection between people, a sense of camaraderie, and a shared purpose. Young people may have experienced these feelings but may not yet understand it as a social structure. This project will help students better understand the concept of community and their own roles and responsibilities.

Dig into these resources as you begin thinking about ways to help students explore the concept of community.

click to explore:

CEC Community Empowerment Collective

WHAT IS COMMUNITY?
A Sociological Perspective

RESOURCE #1
What Is Community? A Sociological Perspective

>>

RESOURCE #2
What Is Community?

>>

RESOURCE #3
Creating a Community and Finding Purpose

>>

HOW CAN WE TAKE ACTION TO MAKE A CHANGE IN OUR COMMUNITY?

Elementary teachers know that if they ask for help, almost every hand in the class will go up. How do we help young people to transfer the power of “the helper” beyond their classroom or family and into their community?

One of the fundamental components of a democracy is an engaged citizenry. Children may not be able to vote or serve on juries, but they can be valuable contributors to their communities in other ways. Explore these resources as you start thinking of ways to design a project that helps students begin to see themselves as community activists and service members.

click to explore:

KIDS CAN CHANGE THE WORLD

RESOURCE #1
Kids Can Change the World

>>

education world
Connecting educators to what works

RESOURCE #2
Community Service in Action

>>

education.com

RESOURCE #3
The Longest List of Community Service Ideas

>>



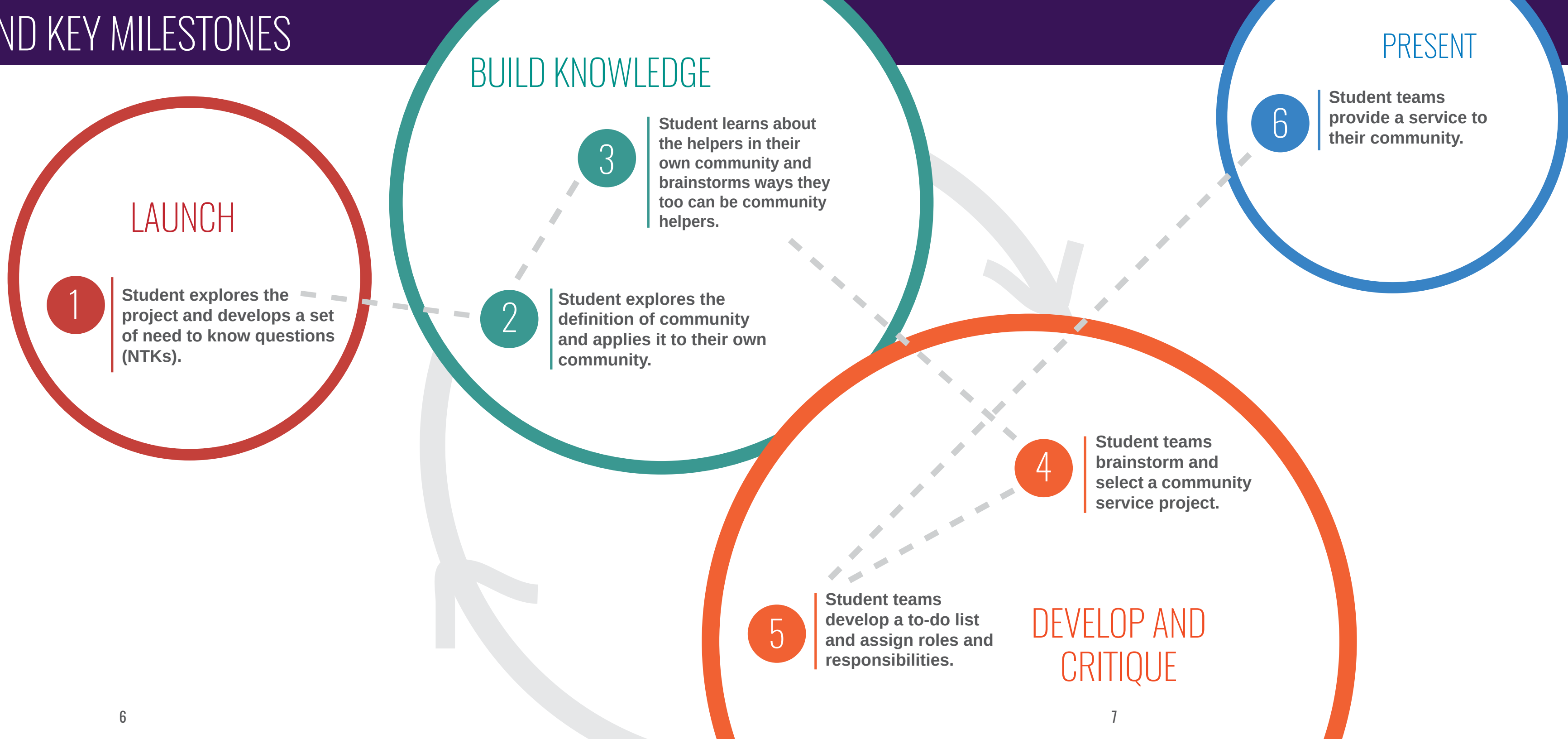
THE PROJECT PATH AND KEY MILESTONES

The Project Path illustrates the learning process in a project-based, competency-based setting.

Project Milestones help clarify the path from Launch to Present, as learners move through an iterative process of building new knowledge and skills, and applying their new knowledge and skills to develop, critique, and refine their products in collaboration with peers.

The Project Path and the Project Milestones provide a concrete but flexible structure for project design and implementation.

Notice the color coding? We've organized this Project Guide by the color-coded Milestones of the Project Path from here on out.



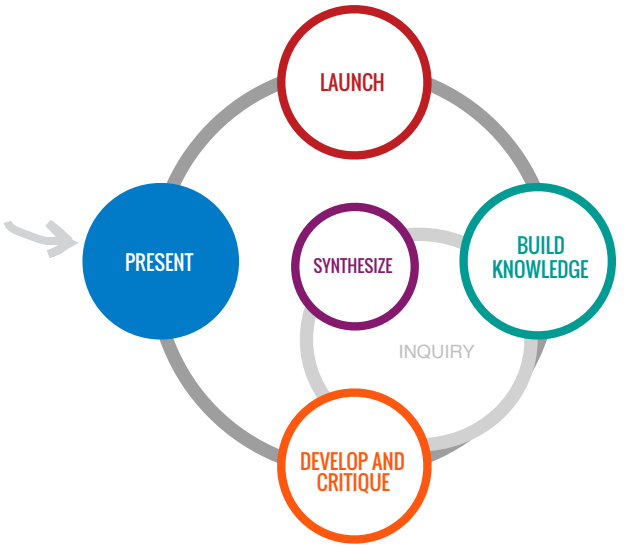
PROJECT MILESTONES AND STEPPING STONES

MILESTONE #1: Student explores the project and develops a set of need to know questions (NTKs).		MILESTONE #2: Student explores the definition of community and applies it to their own community.		
ENTRY EVENT Student takes part in a gallery walk where they examine text, images, and videos of young people engaged in community service.	PREVIEW THE PROJECT Student is introduced to the expectations for the final product.	EXPLORE THE DRIVING QUESTION Student explores the question: "How can we take action to make a change in our community?" Student identifies NTK questions.	EXPLORE COMMUNITY Student explores the concept of community by learning about several different examples that help explore the NTKs.	DESCRIBE OUR COMMUNITY Student draws a picture or map of their community and brainstorms strengths and struggles, referring to their NTKs.
MILESTONE #3: Student learns about the helpers in their own community and brainstorms ways they too can be community helpers.		MILESTONE #4: Student teams brainstorm and select a community service project.		
IDENTIFY COMMUNITY HELPERS Student identifies community helpers.	CIVIC ACTION Student connects concepts of civic commitment and responsibility.	GENERATE OPTIONS The class generates a list of community needs and ways to help address those needs.	CHOOSE THE PROJECT The class selects a community service project.	
MILESTONE #5: Student teams develop a to-do list and assign roles and responsibilities.		MILESTONE #5: Student teams provide a service to their community.		
DEVELOP TO-DO LIST The class generates a to-do list in preparation for their project and receives feedback from their teacher.	ASSIGN ROLES Student signs up for different roles and begins to prepare for their project.	PRACTICE AND PREPARE The class makes final preparations for their community service project.	PRESENT The class engages in community service.	REFLECT Student and teacher reflect on their original NTKs and their current sense of understanding.

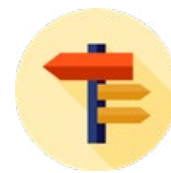


CUSTOMIZING THE PRODUCT OR PERFORMANCE

Begin with the end in mind! It's time to tee up a few significant decisions you'll need to make about the final project. As you make decisions, reflect on what you believe will work best with your students and your community, as well as time constraints, budgets, and your own skills and comfort level.



WHAT TO DO:



1. Review the three decision points below.
2. After weighing your options, make your decision and document them in your [Project Design Companion >>](#).

DECISION POINTS:

	<i>low complexity</i>	<i>medium complexity</i>	<i>high complexity</i>
What will the product and/or performance include?	Student provides a service to the school community.	Student makes a valuable contribution to the work of a local organization.	Student organizes their own service event.
Who will the audience be, and how will you ensure an audience?	Members of the school community who benefit from the service.	The local organization and members of the community who benefit from the contribution.	Members of the community who benefit from the service.
How much decision-making power will student have regarding the topic, audience, and final product?	Teacher selects the type and location of the community service.	Student selects the type of service, and the teacher finds an appropriate community partner.	Student selects the type of service and decide whether to partner with an organization or do it on their own.



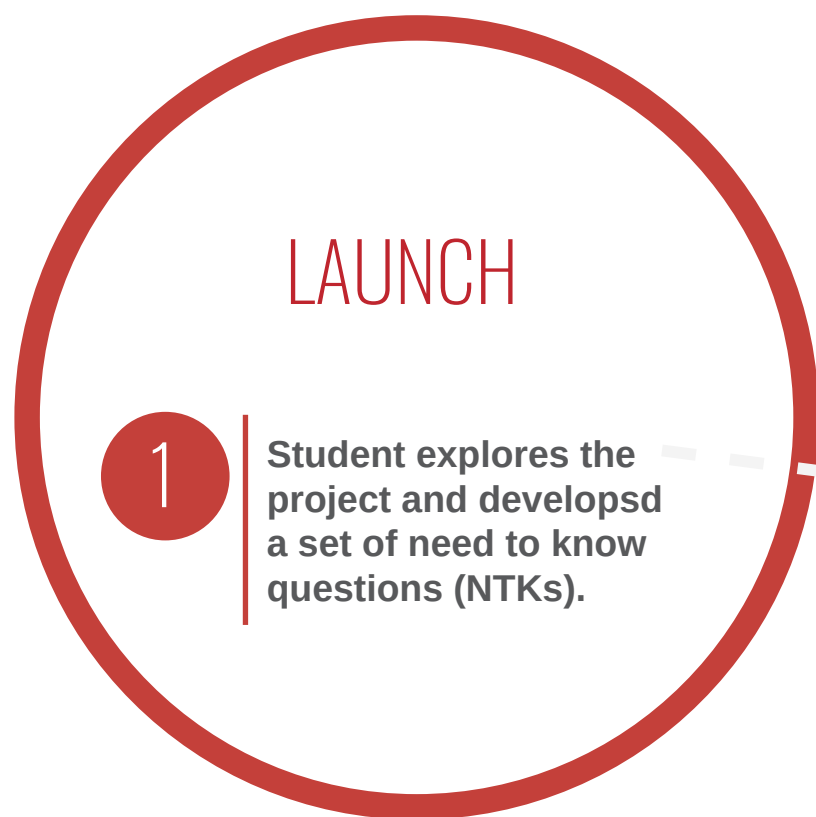
MILESTONE #1: LAUNCHING INQUIRY

The Launching Inquiry milestone is the “entryway” into Make a Difference. Students begin their exploration of the driving question, “How can we take action to make a change in our community?” by taking part in a gallery walk where they examine images and videos of young people engaged in community service.

The entry event of every good project creates the opportunity to begin an inquiry cycle driven by students’ own need to know questions. In Make a Difference, students’ questions may touch on who is in their community or how they can serve their community. Or they may venture into territory you have not anticipated.

The key is to honor all questions as students orient to the project.

Note: The Recommended Resources will be helpful as you design lessons for this milestone!



STEPPING STONES

ENTRY EVENT

Student takes part in a gallery walk where they examine text, images, and videos of young people engaged in community service.

EXPLORE THE DRIVING QUESTION

Student explores the question: “How can we take action to make a difference in our community?”

Student develops a list of need to know questions (NTKs) to guide their inquiry.

PREVIEW THE PRODUCT

Student is introduced to the expectations for the final product.



RECOMMENDED RESOURCES

TEXTS AND DATA

- *Maybe Something Beautiful*, by F. Isabel Campoy and Theresa Howell

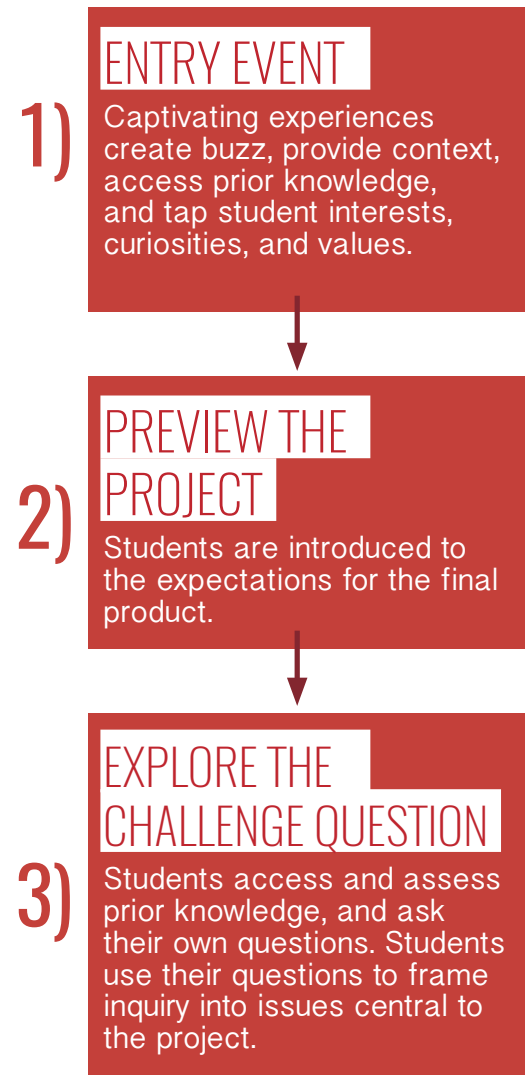
AUDIO AND VISUALS

- [Eye on Kids: Community Service >>](#)
- [Kids Changing the World >>](#)
- [11-Year-Old Holds Book Drive for Stories about Black Girls >>](#)
- [Those in Need | Citizen Kid Disney Playlist >>](#)

TOOLS AND FORMS

- [Know/Want-to-Know Chart >>](#)
- [Inquiry Chart >>](#)
- [Student Planning Sheet >>](#)

Structure of a Launch...



As you design your launch, consider this three-part structure to help guide your efforts: Entry Event, Project Preview, and Driving Question Exploration. The launch may be only one lesson, but these three key segments each involve careful decision-making, planning, and materials development. Let's take a closer look.

DESIRED OUTCOMES



MATCH, LIT.
Students participate in an engaging shared experience that generates excitement about the Make a Difference project.



PROJECT, LINKED.
The connection between the provocation or entry event and the final project is totally clear; basic project expectations are communicated upfront.



INQUIRY, LAUNCHED.
Opportunities to generate their own need to know questions pique learners' innate curiosity as they begin to connect with the challenge: How can we take action to make a change in our community?

MIGHT LOOK LIKE...

- Students take part in a [gallery walk >>](#) where they explore different examples of young people making a difference in their community and think of how they, as young people, might address issues in their own community.

- Teachers and students review the project description, guidelines, [student planning sheet >>](#), and [rubric](#), and complete a [One Comment One Question >>](#) activity.

- Student generates their list of NTKs and record them in a graphic organizer such as an [Inquiry Chart >>](#) or a [KNWS Chart >>](#).

EXAMPLES OF INITIAL STUDENT "NEED TO KNOWS"

N

T

K

The Need-to-Know process is essential to the project. It helps students activate their prior knowledge and identify their own questions for exploration. To support your planning, we've provided a list of example questions that students might ask about water access and water filtration design.



To support your planning, these questions are examples of what students may ask for this project.

QUESTIONS ABOUT COMMUNITY NEEDS

- What problems do we see in our community?
- Who needs help in our community?
- What do we want to be better in our community?
- Who is suffering in our community?

QUESTIONS ABOUT CIVIC ACTIONS

- What can we do to solve the problem?
- How can we help people?
- How can we make our community better?
- What can we do to make people happier?



LESSON LAUNCH



[THE ENTRY EVENT]

In order for communities to be the best they can be, everyone needs to work together. Young people around the world help out their neighbors every day. In this entry event, you will undertake a gallery walk to explore different examples of young people making a difference. Then, use the learning from the Gallery Walk to complete a [Connect Two >>](#) activity where you will make connections between the issue in the community and the actions performed by the young people.



For the gallery walk, choose texts, videos, and images that clearly show an issue in the community and an action the students are taking. You want to make sure the examples are of younger students, not teens or young adults, so students can see themselves taking part in community service. You could also include examples of community service from your own community.

Don't forget to create a document that provides students with a clear picture of the project's expectations.

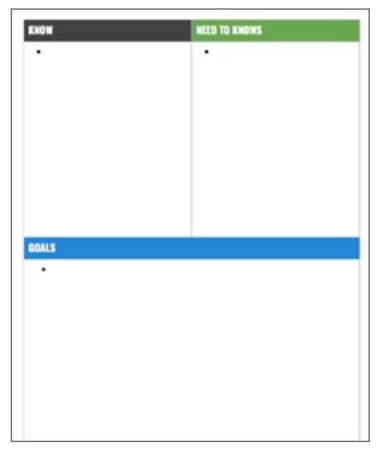
INVESTIGATE



[PREVIEW PROJECT EXPECTATIONS]

Your project is to design and take part in a community service event. In partnership with your teacher, you will identify a need or issue in your community and then either volunteer with an existing organization or design your own service project. As you explore the expectations and the [Student Planning Sheet >>](#), complete a [Jot Thoughts >>](#) activity with a small group of your peers.

INVESTIGATE (CONT'D)



[EXPLORE THE DRIVING QUESTION]

In this project, you'll explore the driving question, "How can we take action to make a change in our community?"

[INITIATE THE NEED-TO-KNOW PROCESS]

Drawing from the discussions you've just had, let's organize our shared knowledge using the [K/NTK >>](#) Chart. What do you already know about community service? What do we need to know or learn in order to be able to design and take part in a community service event?



SYNTHESIZE AND REFLECT

We want students to be excited for this project, and one way to do that is to have them predict how they will feel after the project. You can modify the

[Action-Feelings-Setting >>](#) strategy to help you lead students through the process of writing a story or visualizing how they will feel after doing their community service project. You may do this as a whole class in Kindergarten or individually in first or second grade.

SYNTHESIZE AND REFLECT



[CLOSING THE LAUNCH]

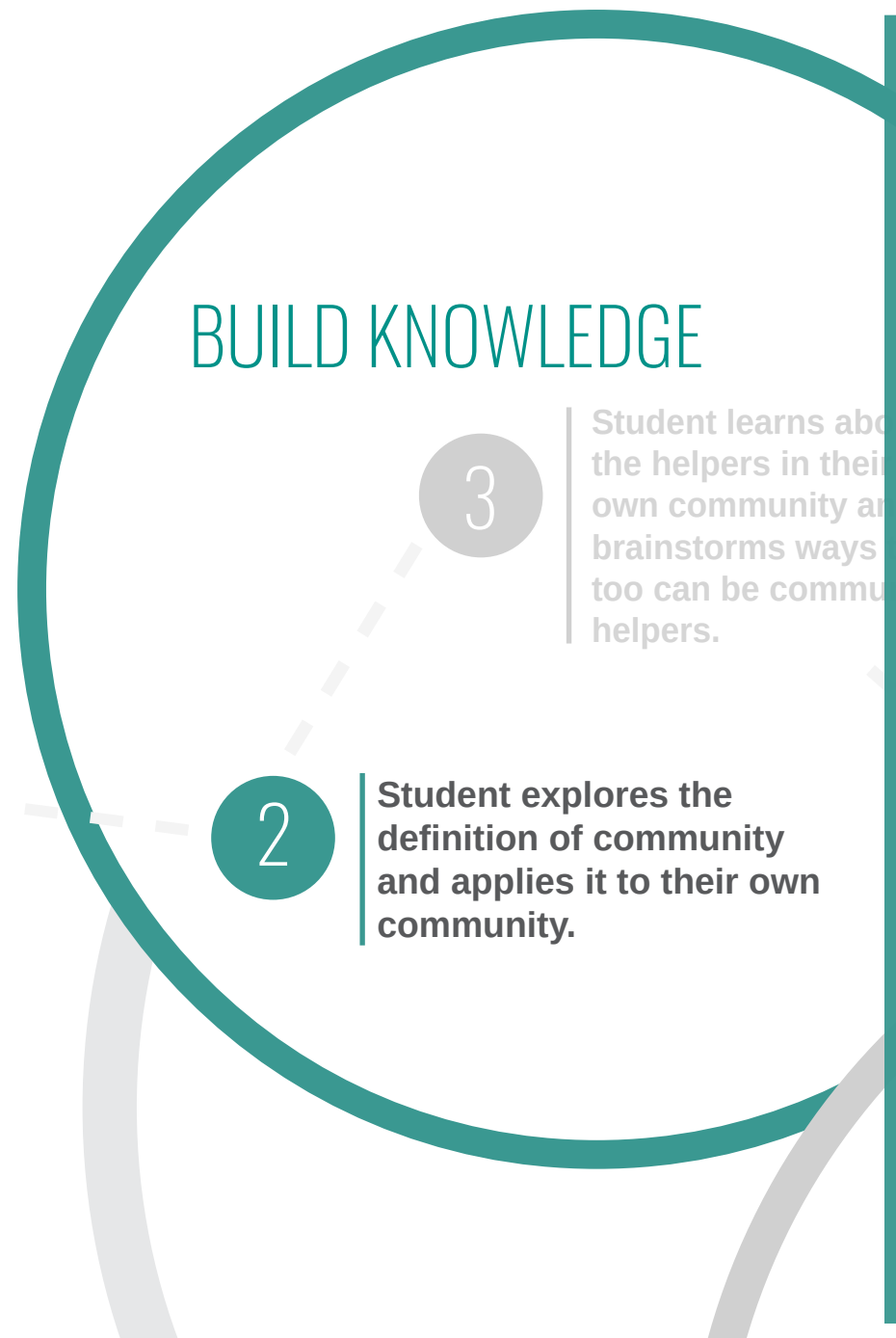
The heart of our project is to make a positive change in our community. This will not be easy, and we will need to work hard together. When something is difficult, it can be good to think about how we will feel when we reach our goal. We will write a short story together using the [Action-Feelings-Setting >>](#) strategy that predicts how we will feel after our community service project.

MILESTONE #2: DEFINE COMMUNITY

This milestone focuses on the ability to understand a complex idea: community. The first stepping stone is to explore a variety of different communities: communities based on geography, like the global community or your local community; communities based on population, like urban, suburban, or rural; or communities based on common interests, like religion, sports, or hobbies.

Once students have a deeper understanding of the ways people can be organized into multiple communities, the second stepping stone asks students to reflect on their own communities. What does community mean to them? What communities do they belong to?

Note: The Recommended Resources will be helpful as you design lessons for this milestone!



STEPPING STONES

EXPLORE COMMUNITY

Student explores the concept of community by learning about several different examples.

DESCRIBE OUR COMMUNITY

Student draws a picture or map of their community and brainstorm strengths and struggles.



RECOMMENDED RESOURCES

TEXTS AND DATA

- *Whoever You Are*, by Mem Fox (global community)
- *Last Stop on Market Street*, by Matt De La Peña (neighborhood)
- *Something Beautiful*, by Sharon Dennis Wyeth (neighborhood)
- *Field Trip Day*, by Lynn Pourde (rural community)
- *Nana in the City*, by Lauren Castillo (urban community)
- *When We Go Walking*, by Cari Best (suburban community)
- *It Takes a Village*, by Jane Cowen Fletcher (village)

AUDIO AND VISUALS

- [What Makes a Good Community >>](#)
- [My Community: Kids Discussion >>](#)

TOOLS AND FORMS

- [Connection Activities >>](#)
- [Visualization Activities >>](#)

STEPPING STONES TO MILESTONE #2: DEFINE COMMUNITY



1. EXPLORE COMMUNITY

In this stepping stone, you'll need to create one to two lessons that help students [build background >>](#) and [make meaning >>](#) of the word community. Ultimately, you want them to understand that they can be a part of multiple communities simultaneously. As you select resources (check out the recommended resources for samples), you want to explore a range of communities.

In your lessons, help students make connections to the NTKs they developed in the launch.

IDEAS FOR ACTIVITIES

As you design lessons, use activities that will help students make sense of the stories they're reading and will help them make connections to the theme (community). This stepping stone is a great opportunity to create lessons that encourage students to engage in collaborative discussions on these topics.

FORMATIVE ASSESSMENT

Assess whether students can articulate their own definition of community and provide examples. One example activity is listed, but there are several different [summarizing activities >>](#) you could use.

	1. EXPLORE COMMUNITY	2. DESCRIBE YOUR COMMUNITY
Standards	C3.D2.Civ.2.K-2 >> , CCSS.ELA-LIT.RL.1.1 >>	C3.D2.Civ.2.K-2 >> , CCSS.ELA-LIT.W.1.8 >>
Students will be able to...	Explore the concept of community by learning about several different examples.	Draw a picture (or map) of their community and brainstorm its strengths and struggles.
Ideas for Activities	<ul style="list-style-type: none"> Reading Guides >> Tableau >> Preview, Read, Question >> 	<ul style="list-style-type: none"> Map Maker >> Draw-Label-Caption >> Perspective Setting Drawings >> Making Meaningful Visualizations >>
Reflection and Synthesis Prompts	<ul style="list-style-type: none"> Can we answer any of our NTKs, or do we need to add new questions based on what we've learned? What communities do you belong to? 	<ul style="list-style-type: none"> What are the best things about your community? What do you wish was better? How did you decide what to include in your drawing (or map)?
Formative Assessment Ideas	<ul style="list-style-type: none"> Complete a Concept Map >> that includes a definition of community and examples of communities. 	<ul style="list-style-type: none"> Students describe their community by presenting their drawings/maps. This can be in pairs, small groups, or with the entire class.
Suggestions for Feedback and Support	<ul style="list-style-type: none"> If students are struggling to make meaning of the texts, these activities can help: Author Says, I Say, So >> and Connection Graphic Organizer >>. 	<ul style="list-style-type: none"> Some students may struggle to think of ideas and get started. Conferencing >> with those students is one way to provide additional support.



2. DESCRIBE YOUR COMMUNITY

In this stepping stone, you'll need to create one to two lessons that will help students visualize their community. There are two suggestions in "Ideas for activities," but you can find additional [visualization activities >>](#) here. This is an opportunity for students to take what they learned about communities in general and apply it to their own community.

As you design lessons, think about how to help students visualize their community and make connections to the NTKs they developed in the launch.

IDEAS FOR ACTIVITIES

You can differentiate your activities here based on student skill level. Nonwriters or minimal writers may draw a picture of a specific part of their community, while early writers complete a [Draw-Label-Caption >>](#) activity that includes explanations to support their drawings. Students could also work in groups to create a map of their community together.

DISCUSSION

After students have shared their drawings/maps, discuss the good things about the community and the things that could be better. This is a primer for later lessons.

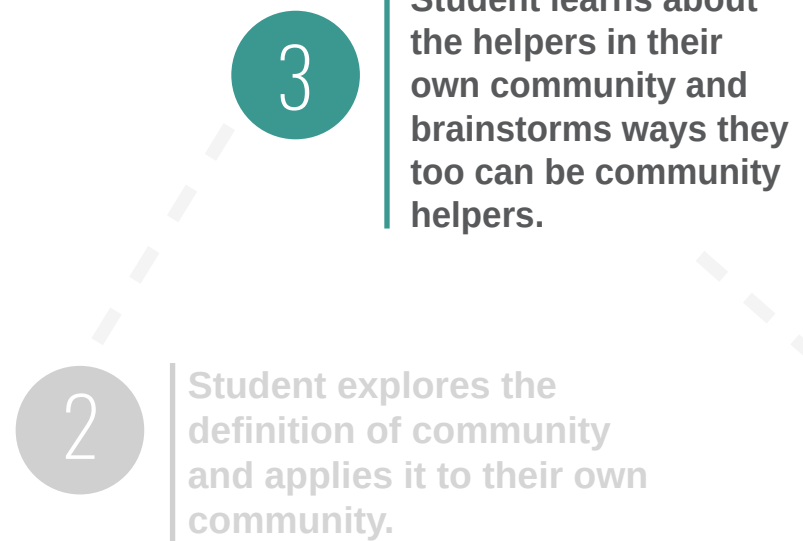
MILESTONE #3: CONNECT COMMUNITY AND CIVICS

This milestone begins with an exploration of community helpers. The focus then shifts to making the connection between community needs and civic commitment or responsibility.

As you design lessons, think about ways to help students think deeply about the ways people work to create and/or maintain a community. You'll want them to understand that as members of the community they also have a role to play in contributing to the community's growth and health.

Note: The Recommended Resources will be helpful as you design lessons for this milestone!

BUILD KNOWLEDGE



STEPPING STONES

IDENTIFY COMMUNITY HELPERS

Student identifies community helpers.

CIVIC ACTION

Student connects community needs to the concepts of civic commitment and responsibility.



RECOMMENDED RESOURCES

TEXTS AND DATA

- Blog post with a [List of Community Helper Books >>](#)
- Cloverleaf Book Sets: Community Helpers
- *Maybe Something Beautiful*, by F. Isabel Campoy and Theresa Howell
- *I Pledge Allegiance*, by Pat Mora and Libby Martinez
- *We, the Kids*, by David Catrow
- [National Constitution Center Civics Reading List >>](#)

AUDIO AND VISUALS

- [How to Change the World, Kid President >>](#) (stop at 2:20)

TOOLS AND FORMS

- [Building Background Activities >>](#)
- [Clarifying Confusion Activities >>](#)
- [Making Meaning Activities >>](#)

STEPPING STONES TO MILESTONE #3: CONNECT COMMUNITY AND CIVICS



1. IDENTIFY COMMUNITY HELPERS

In this stepping stone, create one to two lessons that help students build on their understanding of—and [clarify any confusion >>](#) they have about—the concept of a community.

When selecting activities and planning lessons for this stepping stone, try to focus on two things: (1) giving students an opportunity to explore a variety of examples of community helpers; and (2) generating a list of problems, issues, or needs that these helpers try to address.

RESOURCES

There are many children’s books about community helpers, such as police officers, firefighters, and doctors, but you also want to highlight community helpers who get less publicity, like sanitation workers, bus drivers, or caregivers, as well as strangers who pick up litter or babysit for friends. You want students to understand that there are a lot of different ways to contribute to their community.

PREPARING FOR THE PROJECT

Students will have to select their community service project in an upcoming lesson, so you want to get them thinking about issues they care about.

	1. IDENTIFY COMMUNITY HELPERS	2. CIVIC ACTION
Standards	CCSS.ELA-LIT.RI.1.10 >> , CCSS.ELA-LIT.RL.1.7 >> , C3.D2.Civ.2.K-2 >>	C3.D2.Civ.6.K-2 >>
Students will be able to...	Identify community helpers.	Connect the ideas of community needs and civic responsibility.
Ideas for Activities	<ul style="list-style-type: none"> Photo Drop >> 	<ul style="list-style-type: none"> Connection Web >> Connection Sentence Stems >> Connection Graphic Organizer >>
Reflection and Synthesis Prompts	<ul style="list-style-type: none"> Describe a time when a member of the community helped you. Describe a time when you or someone you know helped a member of the community. 	<ul style="list-style-type: none"> What responsibilities do you have at home? What responsibilities do you have at school? What responsibilities do you have in your community?
Formative Assessment Ideas	<ul style="list-style-type: none"> Revisit our NTKs. Can we answer any of our questions or add any additional questions based on what we’ve learned? 	<ul style="list-style-type: none"> How do you know if someone is a good citizen? What do they do? Write a one-sentence summary >>, or draw a picture that answers the question.
Suggestions for Feedback and Support	<ul style="list-style-type: none"> If students need more support in thinking about the concept of community, help them think about the roles they play in the classroom, and see if they know anyone in their community who plays a similar role. 	<ul style="list-style-type: none"> Some students may struggle to understand the notion of civic virtues. Having additional visuals that show these virtues in action may help students grasp the concepts.



2. CIVIC ACTION

This stepping stone needs two to three lessons that help students explore the concept of civic commitment and responsibility for meeting the needs of the community. These lessons help students begin to think about community service as a responsibility all members of the community share.

RESOURCES

When designing these lessons, select texts or videos that highlight civic virtues, such as contribution, courage, humility, integrity, justice, perseverance, respect, and responsibility. Check out the recommended resources at the beginning of this milestone for some suggestions.

IDEAS FOR ACTIVITIES

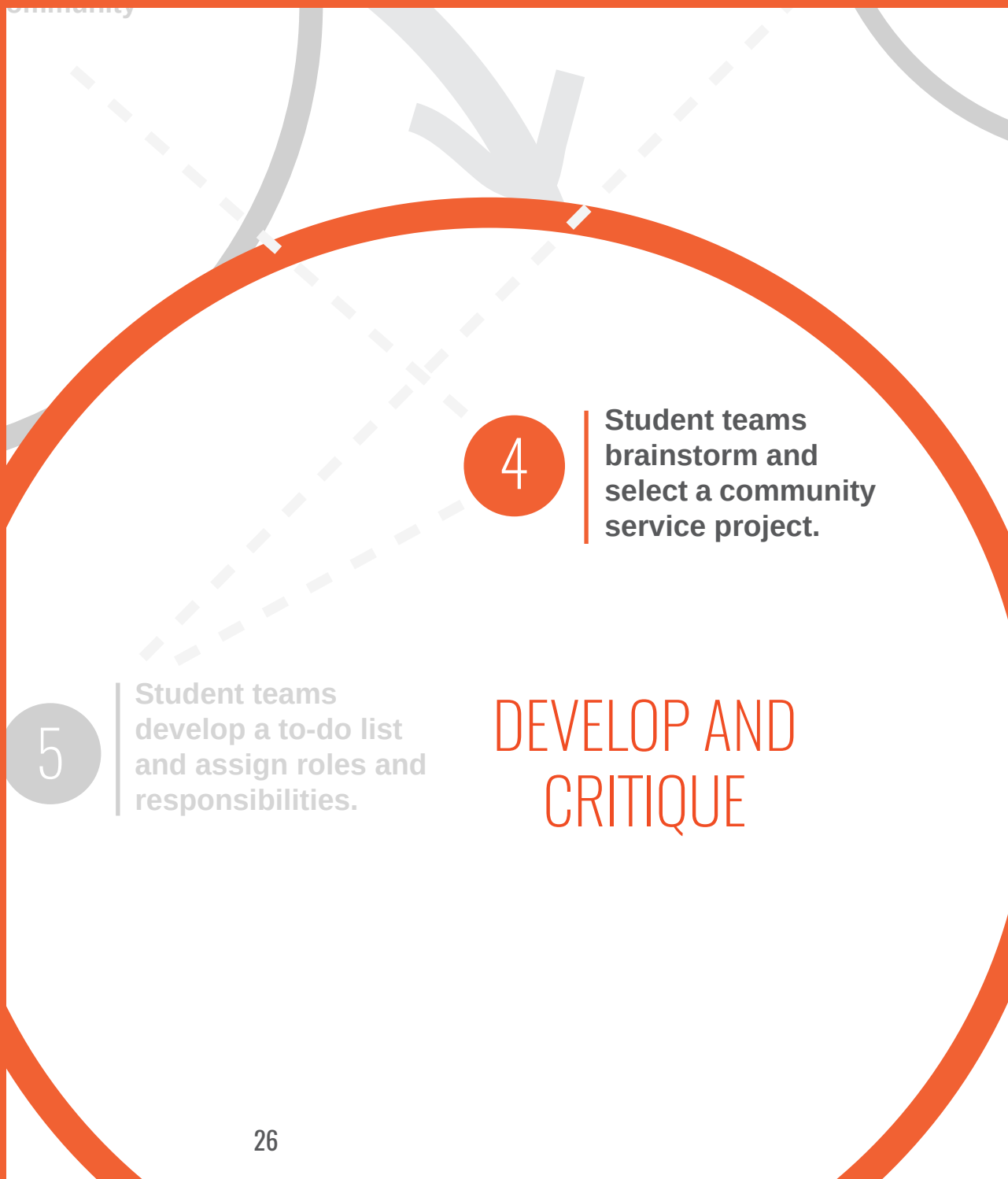
You could use a variety of [connections activities >>](#) in these lessons. As students explore the civic virtues, help them connect those virtues back to the community’s needs. The language of civic virtues is complex for K-2 students, but the meaning behind them is universal. For example, young students understand justice as fairness and understand perseverance as not giving up. As you help them make these connections, you may need to ask questions such as, “What is unfair in our community?” or “How can we show respect to our community?”

MILESTONE #4: SELECT A COMMUNITY SERVICE PROJECT

This milestone focuses on taking students through the process of generating options for community service and selecting one to undertake.

While students have explored some community needs—community helpers and civic responsibility in previous stepping stones—the lessons in this milestone should help students think concretely about their community’s specific needs, followed by a brainstorm process that helps them identify ways they can address those needs. Ultimately, students will settle on a community service project at the close of this milestone.

As you design lessons, keep in mind that these stepping stones are primarily about learning a decision-making process and less about making meaning of content.



STEPPING STONES

GENERATE OPTIONS

Student teams generate a list of community needs and ways they can help address those needs.

CHOOSE THE PROJECT

Student teams select a community service project.



RECOMMENDED RESOURCES

TEXTS AND DATA

- [The Longest List of Community Service Ideas >>](#)
- *What Will It Be Penelope?*, by Tori Corn

AUDIO AND VISUALS

- [Making Tough Choices | Kid President >>](#)
- [Decisions Can Be Hard >>](#)

TOOLS AND FORMS

- [Evaluate the Possibilities >>](#) formative task
- [Choose a Topic >>](#) formative task

STEPPING STONES TO MILESTONE #4: SELECT A COMMUNITY SERVICE PROJECT



1. GENERATE OPTIONS

In this stepping stone, you'll need to create one to two lessons in which students [brainstorm >>](#) a list of community needs and ideas to address those needs.

As you design the lessons, you'll want to create space for student ideas to flow (even the crazy ideas) and then help narrow down ideas that are manageable for your resources and time frame.

Reminder: Don't forget to check out the recommended resources at the beginning of this milestone.

FEEDBACK

Teacher feedback plays a vital role in this stepping stone. It can help students refine their ideas and generate new ideas. The feedback doesn't need to be formal; it can be as simple as, "I love that you are thinking so big. Is there a way we can do one part of your idea?"

COMMUNITY PARTNERSHIPS

You want students to have voice and ownership over this project, but that doesn't mean that you don't provide suggestions or guidance. Sharing a list of community organizations students could partner with can be helpful, as well.

	1. MODEL THE DESIGN	2. CHOOSE THE PROJECT
Standards	C3.D2.Civ.2.K-2 >> , C3.D2.Civ.6.K-2 >> , C3.D2.Civ.11.K-2 >> , CCSS.ELA-LIT.SL.1.1 >>	C3.D2.Civ.2.K-2 >> , C3.D2.Civ.6.K-2 >> , C3.D2.Civ.11.K-2 >>
Students will be able to...	Generate a list of community needs, and think of ways students can help address at least one of the needs.	Select a community service project.
Ideas for Activities	<ul style="list-style-type: none"> Brainstorm Exploration >> Problem Solution Brainstorm >> 	<ul style="list-style-type: none"> Discussion Web >> Order of Importance >>
Reflection and Synthesis Prompts	<ul style="list-style-type: none"> Do you think the need we selected is important to the community? What was the best idea you shared with the class today? 	<ul style="list-style-type: none"> In one word, describe how you are feeling about the project we selected.
Formative Assessment Ideas	<ul style="list-style-type: none"> What was it like to brainstorm in this way? Did you become aware of new ideas? Were your ideas included? 	<ul style="list-style-type: none"> Do you think our process for selecting the project was fair? Why or why not? _
Suggestions for Feedback and Support	<ul style="list-style-type: none"> Give in-the-moment feedback during the brainstorming to help students refine ideas. 	<ul style="list-style-type: none"> Sentence starters may be helpful for students who struggle to engage in whole-class discussions.



2. CHOOSE THE PROJECT

In this stepping stone, you'll need to create a lesson in which students narrow down their list and select a project. The [Evaluate the Possibilities >>](#) formative task includes ideas for different ways (decision matrix, voting procedures) that may help you select a system for how your students will make this decision.

This is an opportunity to talk about and model an additional civic virtue: compromise. Having students share difficult decisions they've made or examples of when they needed to compromise are both good ways to get them thinking in that frame of mind before they dig into making this decision.

IDEAS FOR ACTIVITIES

There are a variety of different [discussion activities >>](#) you could use to guide students through the process of debating and selecting a final community service project.

DECISION-MAKING

Students may have very different opinions about which project they want to undertake. You will have to find the balance between giving them voice/choice and nudging them to make a decision that is feasible for them (and you).

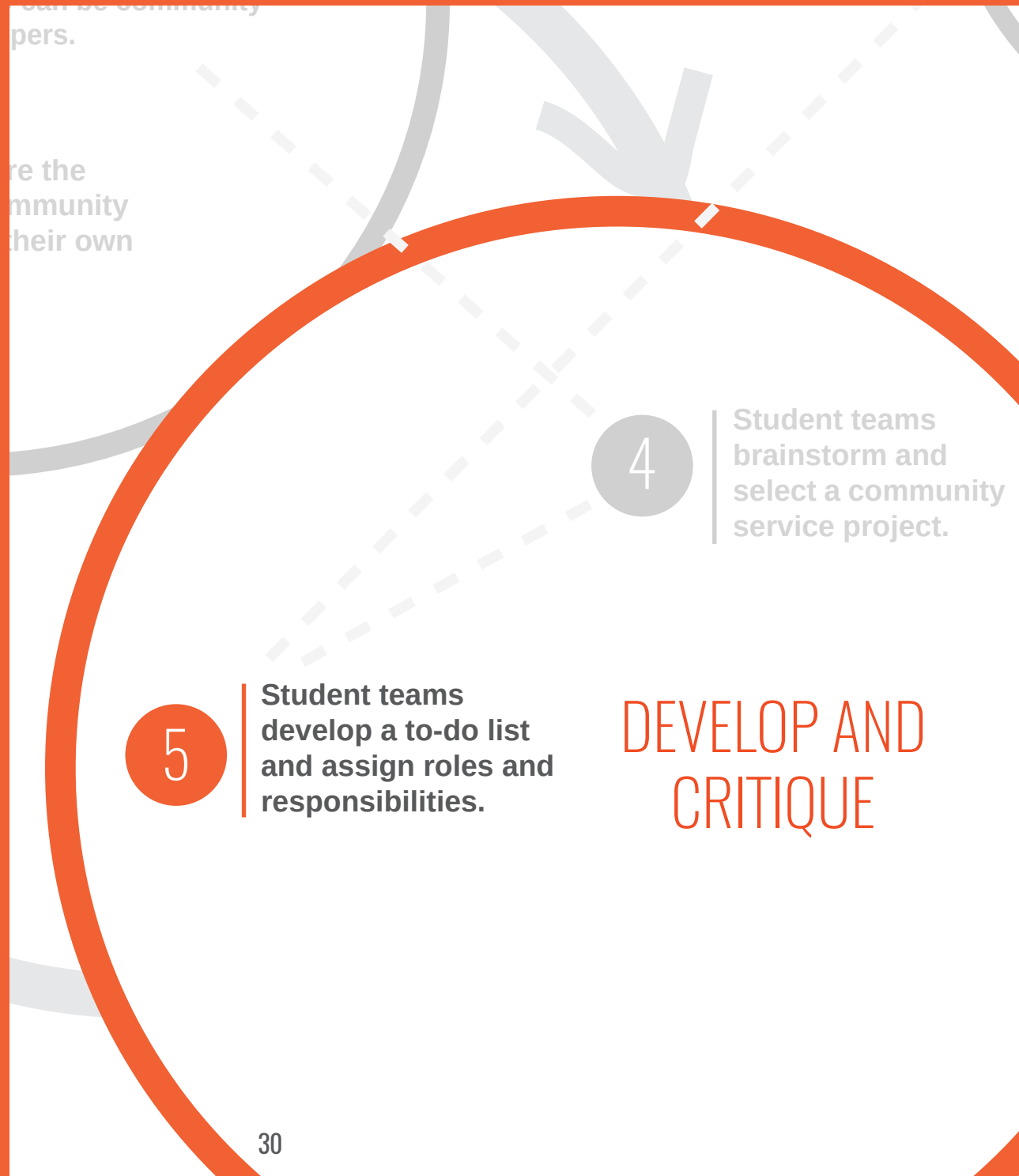
MILESTONE #5: DEVELOP A TO-DO LIST

This milestone helps students delve into the nitty-gritty details of their project.

As in milestone 4, the focus here is on a process: planning. Developing a to-do list and volunteering to work on the tasks are key steps for the success of the project.

If the selected project includes a community partner (for example, volunteering at an animal shelter), this is a good opportunity to have a guest speaker from the organization visit to help students create their to-do list and discuss different roles and responsibilities for the student volunteers.

Note: The recommended resources will be helpful as you design lessons for this milestone.



STEPPING STONES

DEVELOP A TO-DO LIST

Student teams generate a to-do list in preparation for their project and receive feedback from their teacher.

SELECT ROLES

Student signs up for different roles and begin to prepare for their project.



RECOMMENDED RESOURCES

TEXTS AND DATA

- [To-Do Lists: The Key to Efficiency >>](#)
- [Time Management for Kids >>](#)

AUDIO AND VISUALS

- [Top Tips for Writing an Action Plan >>](#)

TOOLS AND FORMS

- [Create and Implement an Action Plan formative task >>](#)
- [Conferencing Tools >>](#)

STEPPING STONES TO MILESTONE #5: DEVELOP A TO-DO LIST



1. DEVELOP A TO-DO LIST

In this stepping stone, you'll need to create a lesson in which students develop a to-do list for the project. The amount of time you need will depend on the scope of the project.

As you develop the lesson, make sure to help students think about time management and organization. There are limited resources for K-2 students in these areas, so you'll probably need to modify or create something yourself. A [Think Aloud >>](#), in which you share how to stay organized and manage time, may be very helpful to students.

IDEAS FOR ACTIVITIES

Whether you call this a to-do list, an action plan, or a timeline, the goal of the activity is to generate a list of things students need to do.

[Brainstorming >>](#) can be a starting point, but you want students to be thoughtful about combining or breaking down tasks. The [Create and Implement an Action Plan >>](#) formative task has a variety of tips and ideas.

Reminder: There are a few resources listed on the previous page.

	1. DEVELOP A TO-DO LIST	2. SELECT ROLES
Standards	C3.D2.Civ.11.K-2. >> , CCSS.ELA-LITERACY.SL.1.1.A >>	C3.D2.Civ.11.K-2. >> , CCSS.ELA-LITERACY.SL.1.1.A >>
Students will be able to...	Generate a to-do list in preparation for their project and receive feedback from their teacher.	Assign tasks and begin to complete them.
Ideas for Activities	<ul style="list-style-type: none"> Question Sort >> Visual Timeline >> Order of Importance >> 	<ul style="list-style-type: none"> Activities will vary depending on the specific tasks of the to-do list.
Reflection and Synthesis Prompts	<ul style="list-style-type: none"> Which item on our to-do list do you think is the most important? Why? 	<ul style="list-style-type: none"> Class discussion: What are we doing well as a team? What could we do better?
Formative Assessment Ideas	<ul style="list-style-type: none"> When might you use to-do lists in your life? 	<ul style="list-style-type: none"> Class discussion: What did we accomplish today? What do we still need to do? What support do you need?
Suggestions for Feedback and Support	<ul style="list-style-type: none"> Teacher feedback is essential here to fill any gaps in the student to-do lists. This can be done through conferencing >> or during a whole-class discussion >> activity. 	<ul style="list-style-type: none"> Conferencing >> with individuals or small groups of students about their specific tasks is a great way to provide additional support for this stepping stone.



2. SELECT ROLES

In this stepping stone, you'll need to create multiple lessons (depending on the scope of the specific project) that help students choose tasks to complete and then begin undertaking them.

For this stepping stone, students focus on accomplishing their assigned tasks, but you also want to make sure your lessons allow them to pause and reflect on the civic aspects of this project (compromise, decision making, teamwork, etc.).

LOGISTICS

You will need to make some decisions about how much structure you provide as students work through their tasks. Depending on the project, students may need varying levels of logistical support, such as obtaining materials and reaching out to members of the community.

It may be helpful for you to take their to-do list and make yourself a T-chart (a generic 2-column chart) with tasks in the left column and notes in the right column regarding what support students may need to accomplish their tasks.

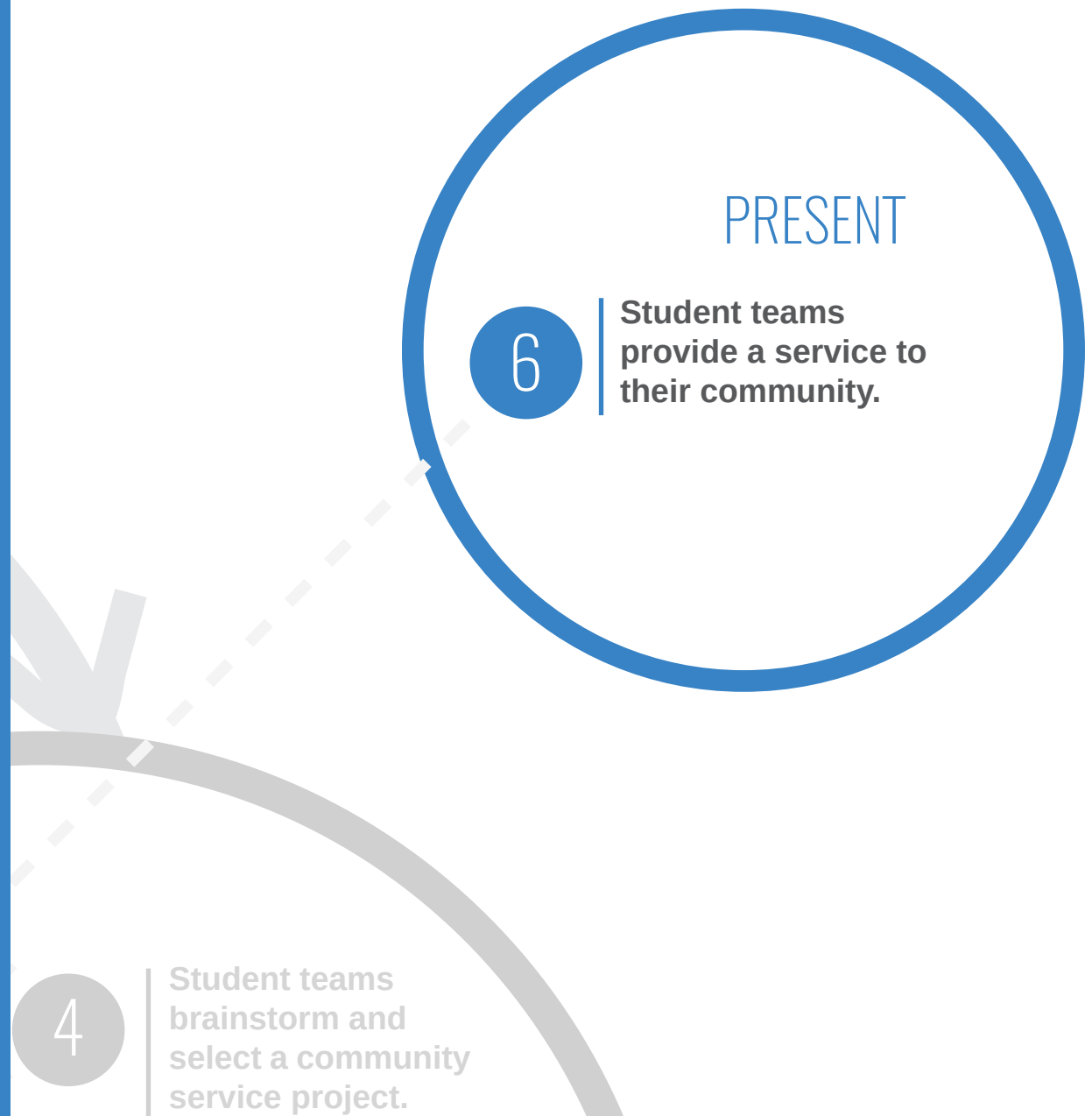
MILESTONE #6: SHARING THE PROTOTYPE

Welcome to Present.

This milestone has three stepping stones: prepare, present, and reflect. All three are essential because they provide students with both the authentic experience of bringing their work out into the world with elegance and grace, and reflection on their learnings to inform future projects and classwork.

As you plan lessons to help students prepare, think about how you may support them in striving for a very high level of readiness. For the presentation, take the stance that anything that can go wrong will, and plan accordingly. For the reflection, try to create an open, thoughtful, and calm moment for students to look inward, backward, and forward.

Note: The recommended resources will be helpful as you design lessons for this milestone.



STEPPING STONES

PRACTICE & PREPARE

Student teams make final preparations for their community service project.

PRESENT

Student teams engage in community service.

REFLECT

Student and teacher reflect on their original NTKs and their current sense of understanding.



RECOMMENDED RESOURCES

TEXTS AND DATA

- [Plan an Event >>](#)
- [Create and Implement an Action Plan >>](#)
- [Debrief the Event >>](#)

TOOLS AND FORMS

- [What? So What? Now What? >>](#)
- [Metacognition Log >>](#)
- [How Did I Learn It? >>](#)
- [Debrief the Event >>](#)

STEPPING STONES TO MILESTONE #6: SHARING THE PROTOTYPE



1. PREPARE

Much of the preparation for this event occurred in the previous milestone. As you plan one or two lessons that address final-stage preparations for the service project.

It can also be helpful to [role-play >>](#) with students about what to expect. For example, if volunteering at an animal shelter, help students prepare to see animals that have been abused, etc.

Note: Check out some of the recommended resources on the first page of this milestone.

	1. Prepare	2. Present	3. Reflect	
Standards	C3.D2.Civ.6.K-2. >> , CCSS.ELA-LITERACY.SL.1.1 >>	C3.D2.Civ.7.6-8 >> , CCSS.ELA-LITERACY.SL.1.1 >>	N/A	Standards
Students will be able to...	Make final preparations for their community service project.	Take part in a community service event.	Reflect on their original NTKs and their current sense of understanding.	Students will be able to...
Ideas for activities	<ul style="list-style-type: none"> Revisit the to-do lists to ensure all of the tasks have been completed. Rehearse or practice depending on the specifics of the project. Role-play >> 	<ul style="list-style-type: none"> The event. 	<ul style="list-style-type: none"> What? So What? Now What? >> 	Ideas for reflection on work product and process
Logistics	<ul style="list-style-type: none"> This is where you'll need to ensure that all the logistics are in order (transportation to the site, chaperones, supplies, someone to take photos, etc.). 	<ul style="list-style-type: none"> You will need to manage the event in co-operation with chaperones or community volunteers. 	<ul style="list-style-type: none"> Metacognition Log >> 	Reflection on Presentation
			<ul style="list-style-type: none"> How Did I Learn It? >> 	Ideas for reflection on NTKs and key knowledge



2. PRESENT

You probably won't need to plan a lesson for the service event, but there are always many logistical details and potential complications that are important to anticipate and plan for.

It's often helpful to imagine all that can go wrong and think of a way to address it: What if a student misses the bus? A chaperone doesn't show up? The event is canceled?

What are your backup plans to ensure that students still have the opportunity to make a difference?

3. REFLECT

It is important to give students the opportunity to reflect on both the product (the event) and the process of civic engagement. This is a chance to revisit those civic virtues and reflect on how they operate in real life. Which of them were hard (compromise, decision-making), and which felt easier (contribution)?

A [metacognitive log >>](#) as described will be too complex for a K-2 student, but try adapting the concept to create your own version. For example, students could create a feeling timeline. Thinking back on the day of the event, how did you feel at different moments (stressed, busy, energetic, important), and how do you feel now that the project is over?

APPENDIX I: STANDARDS

BUILD KNOWLEDGE (MILESTONES 2-5)

Reading Literature

[CCSS.ELA-LITERACY.RL.1.1 >>](#)

Ask and answer questions about key details in a text.

[CCSS.ELA-LITERACY.RL.1.7 >>](#)

Use illustrations and details in a story to describe its characters, setting, or events.

[CCSS.ELA-LITERACY.RI.1.10 >>](#)

With prompting and support, read informational texts appropriately complex for grade 1.

Writing

[CCSS.ELA-LITERACY.W.1.2 >>](#)

Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

[CCSS.ELA-LITERACY.W.1.8 >>](#)

With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

National Social Studies Standards

[C3.D2.Civ.2.K-2. >>](#)

Explain how all people, not just official leaders, play important roles in a community.

[C3.D2.Civ.6.K-2. >>](#)

Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.

[C3.D2.Civ.11.K-2. >>](#)

Explain how people can work together to make decisions in the classroom.

DEVELOP & CRITIQUE (MILESTONES 2-5)

Comprehension and Collaboration

[CCSS.ELA-LITERACY.SL.1.1 >>](#)

Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

[CCSS.ELA-LITERACY.SL.1.1.A >>](#)

Follow agreed-upon rules for discussions (for example, listening to others with care and speaking one at a time about the topics and texts under discussion).

[CCSS.ELA-LITERACY.SL.1.1.B >>](#)

Build on others' talk in conversations by responding to their comments through multiple exchanges.

[CCSS.ELA-LITERACY.SL.1.1.C >>](#)

Ask questions to clear up any confusion about the topics and texts under discussion.

PRESENT (MILESTONE 6)

[C3.D2.Civ.7.6-8 >>](#)

Apply civic virtues and democratic principles in school and community settings.

[CCSS.ELA-LITERACY.SL.1.1. >>](#)

Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.



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acknowledgements

Helen Keller said it best, “Alone we can do so little; together we can do so much.”

This project was designed and developed as a collaboration between Buck Institute for Education and reDesign, LLC.

Special thanks to the following reDesign colleagues for developing this project frame:

Melissa Slater
Antonia Rudenstine