

Project ignition

Best Practices Toolkit

Project Ignition: Best Practices Toolkit

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Introduction

Driven by research and experience, Project Ignition engages teens across the country to create change. The impact is profound. The experiences are emotional. The lessons are unforgettable.

For more than a decade, Project Ignition has addressed teen driver safety issues and empowered young people to lead campaigns that make measurable differences in their schools, their communities, and beyond. It is founded on a service-learning strategy that embeds the topic of teen driver safety more deeply within a school's culture and makes connections to academic goals.

Car crashes remain the leading cause of death for adolescents, and the first defense in a car crash is your seat belt. Project Ignition students address this fact by working in teams, creating budgets and timelines, and reaching out to involve school and community partners.

They bring people together — and they're saving lives.

Project Ignition is supported by the National Highway Traffic Safety Administration. In partnership with NHTSA, Project Ignition students work to effectively increase seat belt usage among teens — a safety precaution that is proven to save lives in motor vehicle accidents.

Project Ignition: Best Practices Toolkit was designed with you in mind. It exists as a guide to carry out your own Project Ignition campaign to address teen driver safety and increase seat belt usage in your community.

Contributors:

National Youth Leadership Council

Project Ignition Leader Schools:

Belton High School

Gibson City-Melvin-Sibley High School

Har-Ber High School

New Foundations Charter School

National Highway Traffic Safety Administration

Getting Started

Creating the All Star Team

The best thing you can do to build community awareness, both in and outside of the school, around the issue of seat belt safety is to create a team that includes community members as well as students. With a team tackling this issue, outreach will be exponentially more effective. There are three steps to follow in order to achieve your dream team.

Step 1: Recruit Adult Partners

In order to help in every step of the way and provide guidance for your project, it is critical to find an adult who shares your interest in teen driver and seatbelt safety. Project Ignition site advisors in the past have been Driver's Education teachers, as well as classroom teachers, student activities advisors, counselors and administrators. Any of these could be a place to start. Below is a list of questions to guide a youth-adult partnership. Review these questions together and discuss to reach a consensus on the answers.

- What type of assistance is needed from each partner?
- What are the different expectations for each partner?
- How often will you meet?
- When and where will you meet?
- For how long will you meet?
- Who is responsible for scheduling meetings?
- How will you decide what to discuss at meetings?
- Who is responsible for keeping meetings on track?
- What is the best way to contact each partner?
- If problems arise, how will they be solved?
- Are there any concerns either partner would like to discuss/resolve?

Step 2: Recruit Young People

Recruit people from all across the board — a diverse team. Be sure to obtain basic contact information like an email address and phone number. Involve an adult partner during this step. Here are some examples of the types of team members Project Ignition sites noted were helpful to include:

- People from different grades, especially lower grades to sustain the project over multiple years
- People from a different culture/race/ethnicity from your own
- People from different clubs (academic, athletic, etc.)

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Step 3: Your 1st Meeting

Once you have finished recruitment, plan your first meeting. Personally ask when people are available to meet, or use an online scheduler like Doodle. Be sure to include adult partners recruited in Step 1. On the next page is a sample agenda to help guide your first meeting.

Choosing Leadership

This is the final task in making your dream team. At your first meeting, you will choose your leadership. A common leadership structure is to have a “cabinet” of people to help lead a project. For example, a basic executive cabinet can be comprised of a President, Vice President, Secretary, Treasurer, and a Communications role.

Leadership can be chosen by nomination, voting — it’s up to you. Consider the following when choosing your leadership:

- Availability, external commitments
- Excitement about the work
- Attitude toward working with others



Gibson City-Melvin-Sibley High school in Gibson City, IL is a great example of what it is meant to have a great team. This school has students representing different clubs, grades, and have a sustainability method put in place. Six High school seniors are selected to be Project Ignition leaders who all lead in a different area. When they graduate, students of a lower grade are selected to be new Project Ignition Leaders.

Growing Together

There are many ways to grow together as a team. These activities should always be a part of your meetings. A great team knows each other’s strengths and weaknesses in order to delegate efforts for the best chance of success. This sort of team cohesion is built through different exercises over time. This toolkit offers a glimpse of possible activities — enough to help get you started.

- **Icebreakers and Energizers:** these activities help you laugh and get comfortable with your team.
- **Team Building:** these activities help teach how to work together to solve simple or complicated tasks. They also aid in building trust.
- **Self-Exploration:** these activities help you learn more about yourself, the areas where you excel, and your areas for growth.

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Getting Started

Meeting Notes Template

Convened by:

Attendees:

Topic:

Discussion notes:

Next steps & roles:

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Getting Started

Icebreakers, Energizers, & Team Builders

To make a change in a school or community, there must be opportunity for relationship building. One of the best ways to do this is by facilitating Icebreakers, Energizers, and Team Builders. These activities help young people learn about each other and break down barriers that limit their communication. There are many activities out there. These are just a few to get you started.

Silence

Number of Participants: Any amount of people

Directions: Have everyone circle up and go around and say their names aloud. Then tell them that they are no longer allowed to talk. Ask them to line up in alphabetical order according to their first name. Starting at the front of the line, individuals say their name to determine if the order is correct. You can also do the same with birthdays.

Can you Count?

Number of Participants: Any amount of people

Directions: Have everyone stand in a circle and put their heads down. The group then needs to count up to a certain number, one at a time without two people talking at once. If two people talk at once, the group starts over at one. The objective of the game is reach the number that the group agreed upon in the beginning.

SNOWBALL FIGHT!

Number of Participants: Any amount of people

Materials: Paper, writing utensils

Directions: Form a circle and hand out to everyone in the group a marker and a piece of paper. Then have each person write down one question on that piece of paper. Once people are done writing down their questions, have them crumple up the pieces of paper. After they crumple the pieces of paper, have them throw them everywhere across the circle.

Once the pieces of paper have been thrown, have everyone uncrumple the piece of paper. Choose someone to go first by reading their question and answering it. Then go around in a circle and have everyone answer their question.

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One on One Interviews

Number of Participants: Any even number, to ensure that everyone gets a question

Materials: Paper, writing utensils

Directions: Hand out to everyone in the group a pen/pencil and a piece of paper. Then have everyone find a partner. There should be no one in the group without a partner. Have each pair pick one speaker for the first round and they would be interviewed by the other person. The interviewer should ask questions about the person for a minute straight while taking notes on things they thought were interesting about the other person. Once the minute is over, have them switch roles and do the same thing. At the end of the interviews, have everyone summarize to each other what they thought was cool with three questions.

- What was your first impression?
- What made you think of that impression?
- How has your impression changed based on your interview?

Question Game

Number of Participants: At least 10 and not more than 20

Directions: Have participants form a circle. Have the facilitator of the game explain instructions:

The objective of the game is to win by ASKING questions, and only asking. Answering will get you eliminated.

You can:

- Respond to the same participant that asked you a question by asking him/her a question.
- Or ask a question of the person to the other side of you.

You cannot:

- Answer the question.
- Ask one-worded questions.
- Laugh after being asked a question.
- Ask a question to someone across the circle.
- Take more than three seconds to ask the next question after you have been asked a question.
- Ask the same question you were just asked.

The person to get the last person eliminated starts the next round.

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Name Race

Number of Participants: Any amount of people

Materials: A giant tarp or cloth that is about 6' x 8'.

Directions: Split up into two groups. The objective of the game is to get more people on one side of the tarp. Have each group pick one person to represent their team. (Note that the tarp must be up the entire time team members are choosing their representatives.)

Once each team has picked their representatives, have them each step up to the tarp. Once they are both behind the tarp, have the facilitator or people holding the tarp count to three.

Once they have counted to three, have the facilitator drop the tarp. Then it's up to the representatives to say the name of the other person first. Whomever says it first, wins. (Sometimes, people say each other's names at the same time. When that happens, whomever says it louder, wins that match. The person that loses the match then goes to the team with the person who won the match.)

You can keep playing this for as many rounds as you want. The team that wins is the team that has more people on their side.



In 2014, there were 1,717 young drivers who died and an estimated 170,000 who were injured in motor vehicle crashes.*

*National Highway Traffic Safety Administration

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Har-Ber High School Highlight

Har-Ber High School in Springdale, Ark., focuses on topics related to distracted driving. Since 2012, they've expanded to include several topics, from driving under the influence to seatbelt safety and awareness. "I believe that when students are involved with addressing problems that affect them, they learn and are more educated in making better choices," said facilitator Debra Lamb. Har-Ber students and Lamb agree that youth voice is important: students are more likely to listen when the message comes from their peers.

WHAT WORKS

- Pre-testing messages to understand how target audiences respond.
- Communicating information the audience does not already know.

WHAT DOESN'T WORK

- Slogans that simply tell people to behave in a certain way to avoid certain outcomes, without offering meaningful reasons why.

Har-Ber holds several events throughout the school year, including a safe driving fair and a mock accident. Seat belts painted at all entrances of the school encourage students to buckle up. "We had an interactive event where students could take pictures in the photo booth they made and sign pledge banners," said student Sarah Strickland. "We received 254 pledges to buckle up in one day."

By taking pre- and post-surveys of over 1,000 students, Har-Ber students are sure that they made an impact. Over the span of just four weeks, seatbelt usage increased by 13 percent. Students use multiple platforms to communicate their message, including social media, video, print media, and school events.

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Leadership Compass

Like a directional compass, the Leadership Compass has four directions, or ways in which people approach work. Many of us have a resting place where we tend to be most comfortable. Some of us may work in different directions at different times. It is important to know and be able to communicate your preferred leadership style when working with people of other styles.

Read each sentence carefully. Using the scale given below, indicate how typical each sentence is of your behavior in a school or work group. It is important to keep this frame of mind, as behavior in a school or work-related scenario often differs from behavior in personal situations.

7=Very Typical, 5=Frequently Typical, 3=Seldom Typical, 1=Never Typical

- | | | |
|--|---|--|
| 1. _____
I like to determine the course of events. | 13. _____
I am comfortable being a leader. | 25. _____
I will take charge in a group when others do not seem to know what to do. |
| 2. _____
I enjoy challenges presented by difficult people and situations. | 14. _____
I enjoy experimentation and creativity. | 26. _____
I am always looking for new and better ways to do things. |
| 3. _____
People and relationships are primary for me in any group. | 15. _____
I am supportive and nurturing to my colleagues and peers. | 27. _____
I care as much about how things are done (the process) as what is done (the outcome). |
| 4. _____
I am practical, dependable, and thorough when I take on something. | 16. _____
I make decisions using logic and data analysis. | 28. _____
I can take what resources exist and get the most out of them. |
| 5. _____
I make decisions early. | 17. _____
I am not stopped when refused. | 29. _____
I am able to form action plans easily and do not need long discussions of issues. |
| 6. _____
I need to see the big picture before I work on the details. | 18. _____
I want much information before making decisions. | 30. _____
I am effective at helping people identify the mission and purpose of a task. |
| 7. _____
I am a team player. | 19. _____
I am able to focus on what is happening in the present moment. | 31. _____
It is easy for me to see all sides of an issue. |
| 8. _____
I am good at planning and identifying needed resources. | 20. _____
I am introspective and self-analytical. | 32. _____
I like dealing with specifics and details of a project. |
| 9. _____
I do not like to put things off. | 21. _____
I like a quick pace and getting things done. | |
| 10. _____
I love to think about ideas and possibilities. | 22. _____
I have a strong intuitive awareness. | |
| 11. _____
I trust my own emotions and intuition in search of an answer. | 23. _____
I enjoy helping others to feel important and useful in a group. | |
| 12. _____
I move carefully and follow procedures and guidelines. | 24. _____
I am often the person who can find a fatal flaw in an idea or project. | |

Leadership Compass continued through page 13.

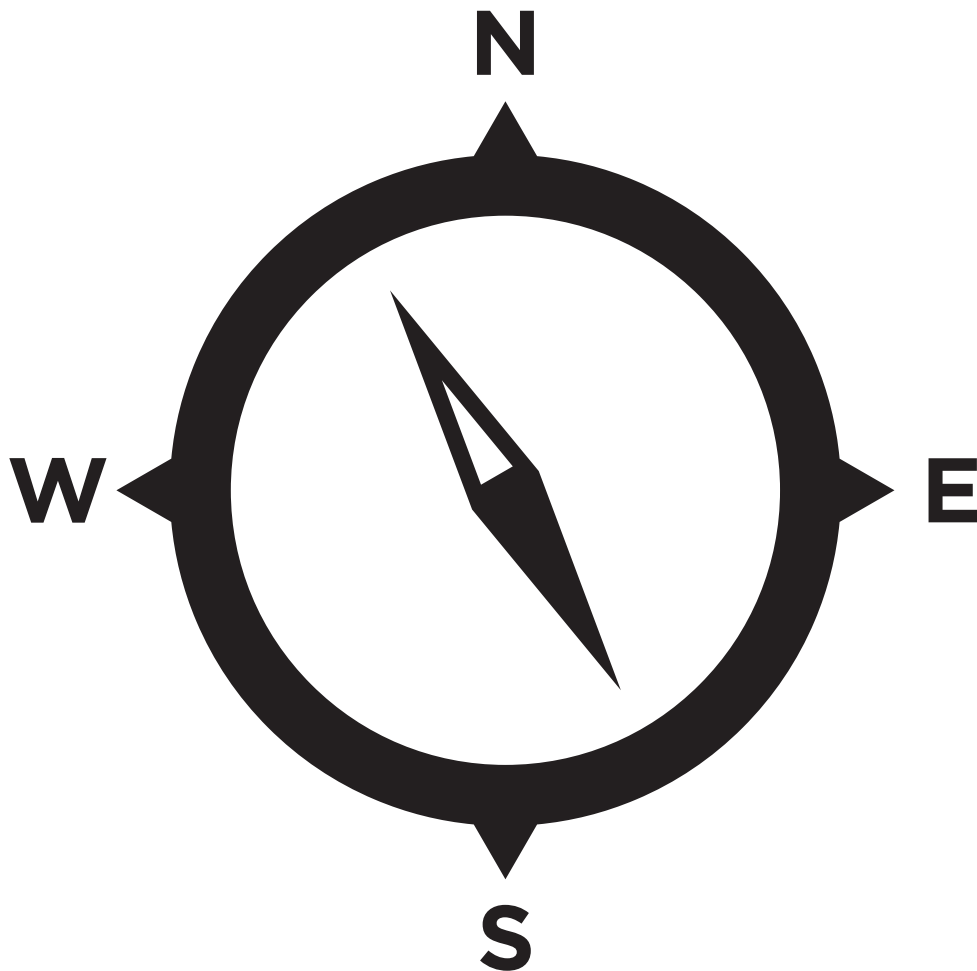


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Transfer your assessment scores into the following grid. Tally your total for each column and record your scores in the bottom row of the table below. Then, circle your primary direction on the compass at the bottom of the page.

North	East	South	West
1.	2.	3.	4.
5.	6.	7.	8.
9.	10.	11.	12.
13.	14.	15.	16.
17.	18.	19.	20.
21.	22.	23.	24.
25.	26.	27.	28.
29.	30.	31.	32.



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	Pitfalls when taken to excess...	Suggestions for working with a...
North	<ul style="list-style-type: none"> • May be bogged down by need to press ahead • Seems to not care about process • May get defensive quickly, argumentative • May lose patience, pushes for quick decisions • May get autocratic; plows over others during decision-making process • May go beyond limits, get impulsive • Sees in terms of black and white • Not heedful of others feelings; may be perceived as cold 	<ul style="list-style-type: none"> • Present your case quickly, clearly, and confidently • Let him or her know their payoff and their role • Highlight the “challenge” of the task • Provide plenty of autonomy • Stick with established timelines • Give positive public recognition • Use during tasks requiring motivation, persuasion, and initiative
South	<ul style="list-style-type: none"> • May be bogged down when relationships and others’ needs are compromised by project • Has trouble refusing requests • Internalizes difficulty and assumes blame • Prone to disappointment when relationships are perceived as secondary to project • Has difficulty confronting and grappling with anger; may be manipulated by it • May be easily taken advantage of • Immersed in the present; loses track of time • May not see long-range view 	<ul style="list-style-type: none"> • Remember the process; primary importance lies in quality of relationships between project members • Justify your decisions using values and ethics • Appeal to relationships between you and others • Listen; allow emotional expression and intuition into logical arguments • Be aware of person’s difficulty to refuse you • Provide positive reassurance often • Display appreciation for the person’s abilities and efforts



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	Pitfalls when taken to excess...	Suggestions for working with a...
East	<ul style="list-style-type: none"> • May be bogged down by too much vision — or lack thereof • May miss critical details, lose focus on project • Poor follow-through on projects • May become easily overwhelmed • May lose track of time • Tends to be highly enthusiastic at project start but burn out before project is completed • May develop a reputation for being undependable 	<ul style="list-style-type: none"> • Show appreciation and enthusiasm for ideas • Listen and be patient during brainstorm sessions • Avoid critical statements; refrain from judging ideas shared • Allow and support divergent thinking • Provide a variety of tasks • Provide help and supervision on project ideas and execution
West	<ul style="list-style-type: none"> • May be bogged down by excessive information • May be stubborn, entrenched in own position • May be indecisive; may collect unnecessary data and get mired in extraneous details • May appear cold and withdrawn in respect to the working styles of others • Tendency for watchfulness and observation • May remain withdrawn and distant • Resists emotional pleas and change 	<ul style="list-style-type: none"> • Allow much time for decision-making • Provide verifiable data, objective facts and figures • Do not be put off by critical rejections • Minimize emotional expression; use logic when possible • Appeal to tradition, history, and procedure

This compilation of materials is adapted from James and Pamela Toole of the Compass Institute, Heather Anne Bligh Manchester of LEADERSHIP Compass, and Ripple Effect Consulting for AmeriCorps Training (1998). Updated by Jennifer Valley of Minneapolis Community Education (2012) and by the National Youth Leadership Council (2016).



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Getting Started

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Reflection Time!

- What is your direction's greatest strength? What is your greatest weakness?
- What is one tip that others can follow to work best with this direction?
- Moving forward knowing what everyone's leadership style is, how will this benefit the group? How will it challenge the group?
- What can we do to accommodate everyone's leadership style?



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Getting Started

“Know What You Know” Skills Inventory

Think broadly about all your areas of expertise, and use the space below to record them. Maybe you know how to make origami paper cranes. Maybe you’re fluent in Pig Latin. These skills can be the building blocks of your project plan. Star those areas you’d be most interested in offering the project.

Skill area	Can Do	Can Teach	# Yrs. Experience
Languages other than English (be specific)			
Sports (be specific)			
Teaching			
Mentoring			
Computer Skills			
Photography			
Videography			
Social Media			
Writing			

New Foundations Charter School Highlight

Dalton Madden, a senior at New Foundations Charter School in Philadelphia, Pa., stands in front of a packed assembly. Convened by New Foundations' Project Ignition Team, this assembly's purpose was to allow a space for the team to educate about the danger of distracted driving behavior and the importance of proper seatbelt usage. Dalton, having been involved in a tragic car accident that claimed the life of a fellow student in 2013, was inspired to tell his story, bravely, in front of his gathered peers, to bring home the reality of vehicular accidents. "I joined the Project Ignition Team because I wanted to spread awareness about the importance of safe driving, and to potentially save someone the pain and tragedy that I had to deal with. I lived through a devastating experience and I hope to change at least one person's habit to put on a seatbelt so that they don't live through the same," said Dalton.

The PI team presents facts about distracted driving and seatbelt usage, engaging their peers to contemplate the numbers and the reality of unsafe driving behavior.

WHAT WORKS

- Combining communication strategies with other proven prevention strategies, such as advocacy, to change/enforce laws that will encourage behavior change.
- Using interactive demonstrations, individual and small group dialogue that encourages people to experience what you want them to understand, consider if and why they should care and what they want to do about it. Include consideration and discussion of barriers to changing behaviors and problem solving to overcome those barriers.

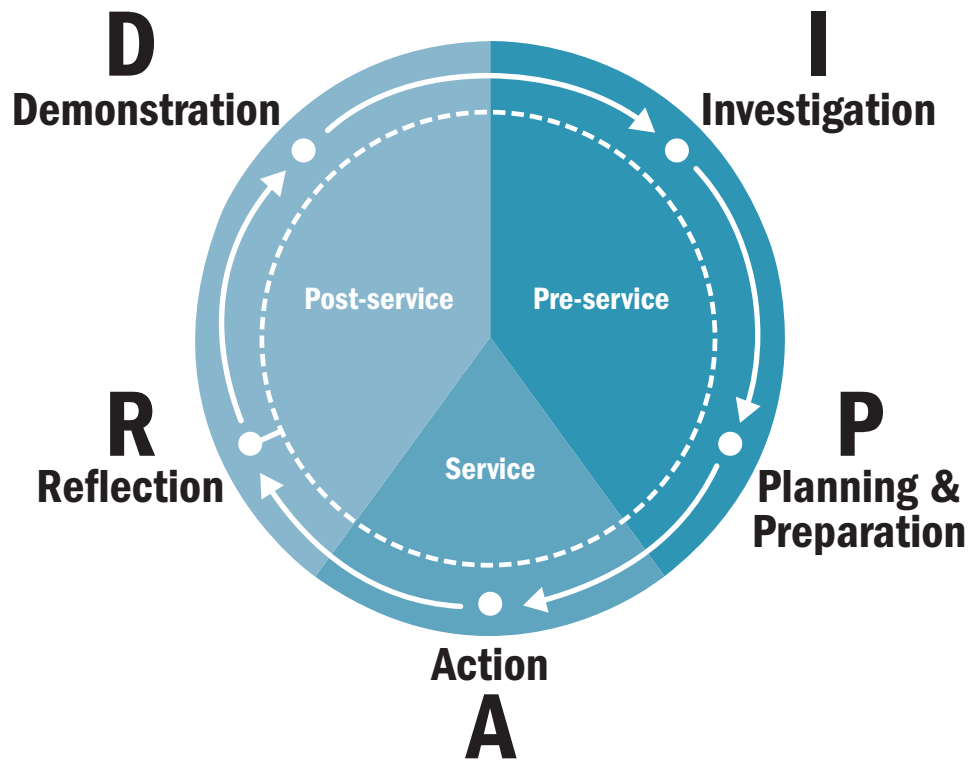
WHAT DOESN'T WORK

- Passive messaging via signs, pamphlets, brochures or buttons. These promotional outlets can be effective when appropriately integrated with other strategies. For example, buttons can be an important part of a larger movement to show that student norms support a particular behavior (e.g. "I voted" stickers or "I gave blood"). When students see their peers wearing buttons or some other symbol meaningful to the campaign (e.g. a yellow ribbon), they feel inspired and moved to join the cause as well. Some Project Ignition schools have created posters showing students buckling up--encouraging fellow students to follow along.

New Foundations set up weekly text alerts to remind its students of the importance of safe driving. They also wrote a pledge for each homeroom to sign onto and display in their classrooms as a daily reminder of their commitment: "I pledge to wear my seatbelt each and every time I enter a vehicle, as a driver or a passenger. I will do my best to keep myself and others safe while driving." All twelve homerooms committed to the pledge.

IPARD

The next five sections will take you through a Student Experiences Cycle, known as IPARD, which stands for Investigation, Planning and Preparation, Action, Reflection, and Demonstration. This cycle is key to Project Ignition, as well as other service-learning activities.



Investigation

Through research and inquiry, students and partners identify a genuine community need and its root causes. (In our case, we have identified our need — seatbelt usage — but it is still important to investigate the issue to gain better understanding especially around its root causes.)

Planning & Preparation

Based on initial research, students identify a realistic and meaningful service project with clear goals, timeline, roles, and follow-up.

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IPARD

Action

Project participants implement the plan through direct, indirect, or advocacy-based service. Throughout the act, participants collect evidence of their project impact.

Reflection

Through a variety of cognitively challenging activities, reflection is implemented at every stage of IPARD to assist in understanding the connection between what is being learned and the action taken. After “Action” is a great time for reflection, just not the only time.

Demonstration

Students showcase learning and community impact to stakeholders and supporters while making recommendations for sustainability and expansion.



In 2014, 59% of the passenger vehicle occupants in age groups 13 to 15 and 25 to 34 who were killed in traffic crashes were not using restraints.*

*National Highway Traffic Safety Administration

Investigation

It's time to start understanding your school and community. You know the need — to raise awareness of the importance of seatbelt safety and increase seatbelt usage. You're probably wondering how to do that. Utilizing this toolkit will get you off to a great start. It will help you understand the potential root cause of teens not wearing seat belts.

Step 1: Identifying Seatbelt Safety in Your Community

There are many ways to identify that problems of seatbelt usage is present and real in the community. Below are some ways you can perform research in your own community to learn more:

Conduct Surveys

Participants can design surveys for a variety of groups to gather information on what people see as important issues in their community. Creating survey questions, deciding how to administer the survey, collating the resulting information, analyzing what the data shows, and deciding how to act on that data can provide important real-world experiences for participants. Audiences they might consider surveying include:

- Other students in the school
- Teachers and other school staff
- Community members or community organizations

Collaborate with Existing Programs

Find a partner who is already working to address seatbelt safety in your community and offer your assistance. Existing programs may have the structure, resources, and contacts to help you develop a successful project. These may include:

- Community education at your school district
- Service organizations such as the Kiwanis, Lions, Elks, more
- Nonprofit organizations
- Local government agencies including fire, police
- Other schools in your area
- Hospitals

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Investigation

Identify Key Public Issues

Project Ignition students have already identified their issue: seatbelt safety. Participants can investigate this issue by reviewing headlines and articles in the local newspaper or other media. Comparing local headlines to national and international headlines in papers of record such as the New York Times or Washington Post can help participants understand the issue's local and wider importance, and see connections between what's happening in their community and what's happening in the rest of the world.

Conduct Interviews with Local Leaders

Invite community leaders into your classroom or group meeting for interviews or discussions. Through preparing thoughtful questions, recording the information they learn, and analyzing what they've heard, participants may find areas of need they can address as well as partners to help in their work.

Conduct Focus Groups

Convene a small group of students, community members, and/or others and facilitate a discussion on what people see as important issues in their community. Ask questions similar to those you would ask in a survey, but phrase them to allow more open-ended responses. Make sure not to influence the conversation, but use follow-up questions and prompts to keep the discussion organic and lively. Record responses for later analysis.

Step 2: Complete the Pre-Seat Belt Check

Pick out locations on a school or city map and label them as “hot spots”. These are locations where all cars come into the parking lot, a safe spot from where to view drivers and passengers. Document and calculate your results — you'll need it!

Step 3: Identifying the People in your Community

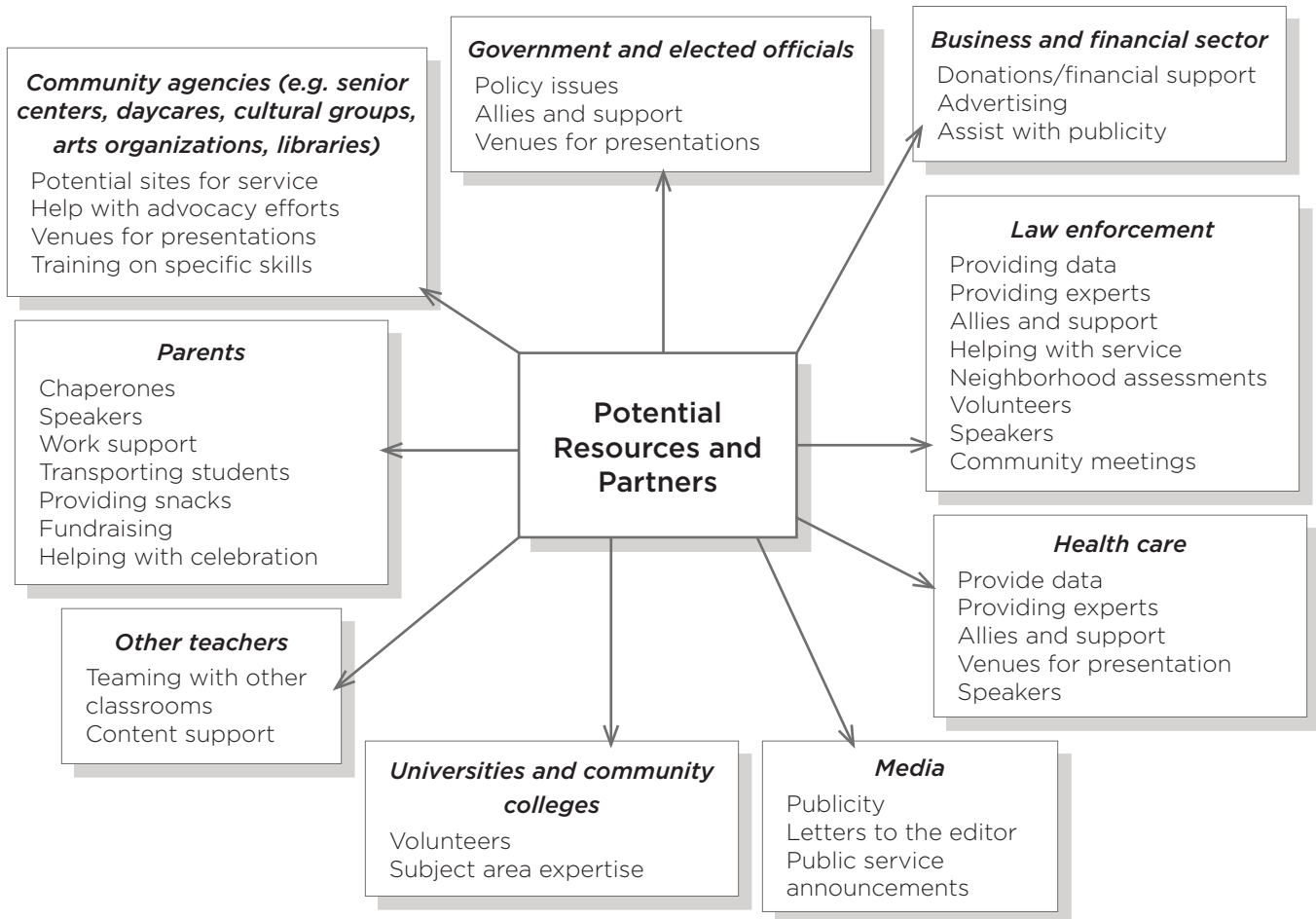
In this step, you will identify potential partners from your community. Many Project Ignition sites found it valuable to determine which teachers, staff, and administrators could help support the project. The activity below will explore your sphere of influence and the people in your community.

Project Ignition: Best Practices Toolkit Investigation

Mapping Community Resources

Seatbelt safety is important to every community. This handout can help you think about and locate the resources in your area. Businesses, schools, churches, organizations, and governmental bodies might be able to help you provide resources to help you address issues around seatbelt usage. Create a resource map, like the example below, to highlight potential sources of support.

The sample map below shows some of the resources your community may have available and the kinds of support they are able to offer your group. Students should keep this in mind as they think about their projects.



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Investigation

Step 4: Finding Useful Information for the Audience

Project Ignition sites found it useful to have interesting or engaging information to back up their claim of seatbelt safety being a real issue. In finding this information, be sure to include:

- Personal stories
- Statistics
- Local stories

Stories can be gathered from students, parents, police, hospitals, and more.

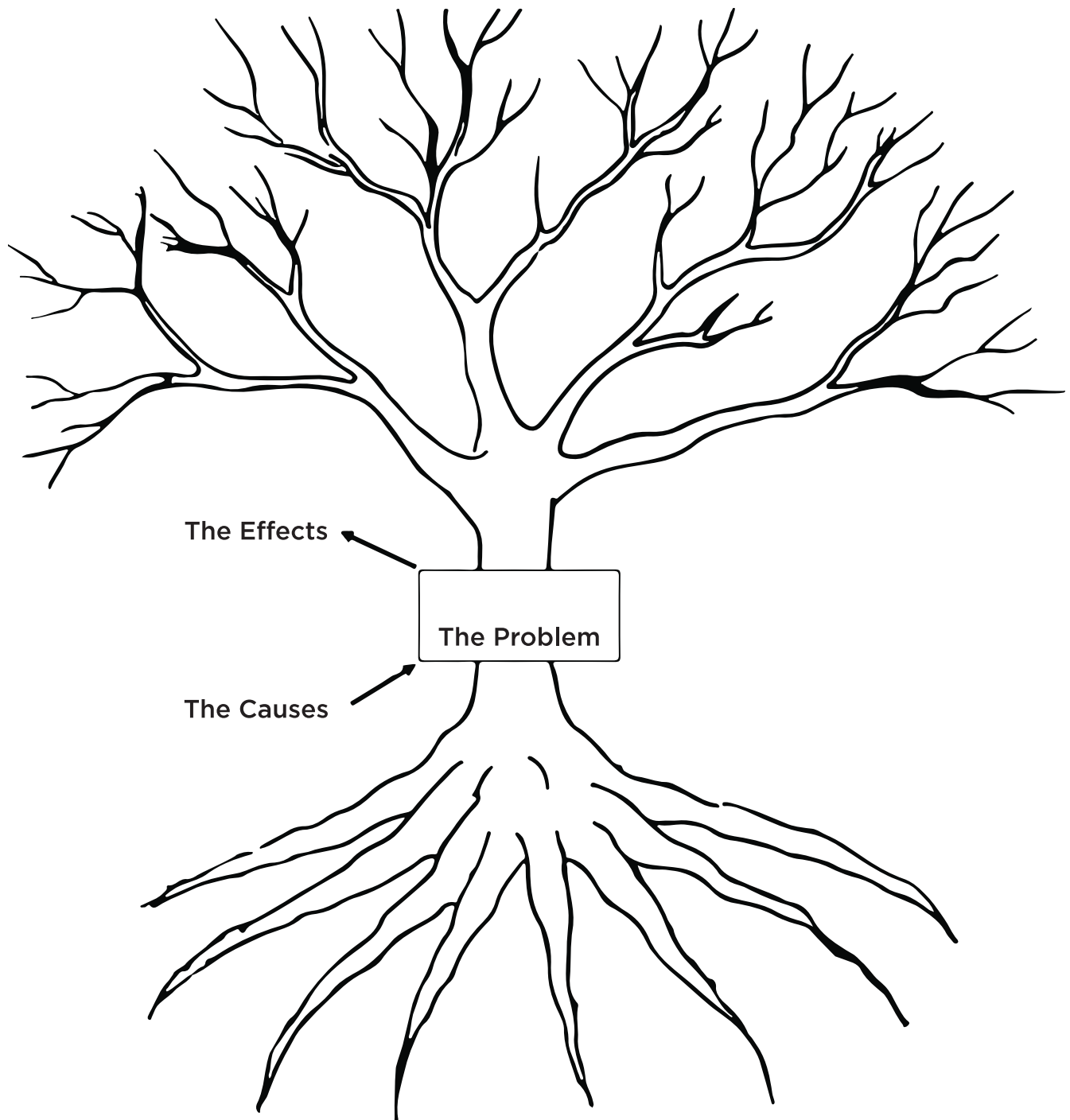
Step 5: What are the root causes of not wearing seat belts?

There are many ways to discover the root causes of an issue or problem. In this step, your team will work together to figure that out. You will be able to begin to understand the kinds of solutions or methods used to find a root cause. The following activity helps visualize the root cause of not wearing seat belts.

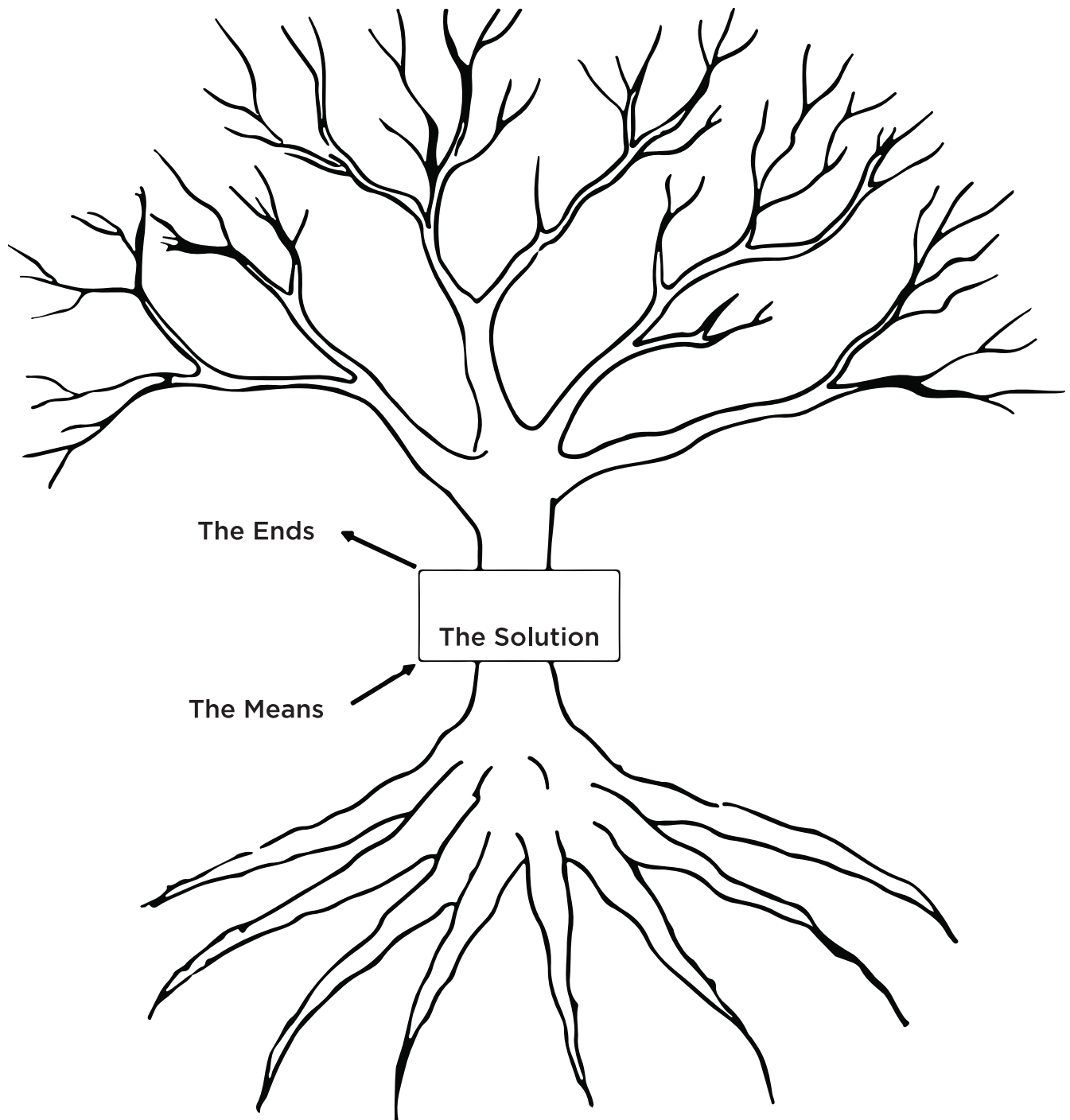
Along the roots of the tree, write down what you and your team identify as the causes of the problem (in our case, the lack of seatbelt use). Along the branches, write down the effects of that problem.

On the following page, define your solution, and write down the means by which you will achieve this solution beside the roots of the tree. Finally, write down the ends, or end goals/accomplishments, along the branches. You may need to perform research to investigate root causes, as well as brainstorm with your group on what they may be.

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Reflection Time!

You've collected information about your community — now it's time to reflect on and understand what you just learned. You have become a seatbelt safety expert in your community! Consider these options for reflection:

- Write an article for the school newspaper or newsletter about the newly learned information you just collected.
- Create a website or social media page (like the one at www.gcmsprojectignition.org).
- Create a poster or PSA using a symbol to bring awareness to the issue. (Clifton High School created cookies with the message, "CHS Project Ignition would like to see you BUCKLE UP and get home safely!" that they distributed at different school events.)



Motor vehicle crashes are the leading cause of death for young adults aged 16 to 20.*

*National Highway Traffic Safety Administration

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GCMS High School Highlight

Project Ignition is a constant presence at Gibson City Melvin Sibley High School in Gibson City, Ill. “My students have learned how to make a difference in this world,” said Judy Weber-Jones, leader of PI at GCMS. “We have changed laws to improve the Illinois roadways and changed the positive peer pressure to driving safely.” They know the impact of what they’re doing: a student involved in a motor vehicle accident was saved due to wearing their seatbelt, which the student attributed directly to the message of Project Ignition.

WHAT WORKS

- Role playing and other opportunities to build skills to resist peer pressure to behave in risky ways and/or skills to encourage and hold peers accountable for their behaviors.
- Encouraging parents to set limits and discuss teen driver safety issues with their teens. Parent/youth driving contracts can be effective tools if they are freely and willingly agreed upon without coercion, regularly discussed, and consequences are enforced.

WHAT DOESN'T WORK

- One-way messaging through lectures, PA announcements, and PSAs. Attitudes and behaviors are more effectively changed through experience, reflection and dialogue. This includes providing an opportunity for young people to experience something that produces an “aha!” moment (e.g. putting on DUI goggles and trying to drive a cart around an obstacle course) along with reflection/dialogue/discussion to consider what they experienced, what it means to them, what they want to do about it. If obstacles or XX arise, give students the chance to figure out how they will overcome these setbacks. These one-way message strategies can be effective tools to remind people about what they learned through these interactive strategies, and to reinforce the notion that most students in the school support safe driving behaviors.

Planning & Preparation

Using the completed solution/problem tree, it's time to plan and prepare. This is when you will take into account what you and your team need in order to complete your project. Any successful project has thoughtful planning and preparation from the start.

Step 1: Create SMART Goals

It's important to set goals in order for your project to make a real impact. Goal-setting helps in monitoring your progress and guiding you and your team throughout the project. SMART goals help to identify the most important aspects of a service-learning project, as well as to develop a progress monitoring plan for achieving success.* Keep in mind the description of SMART goals outlined below as you identify your short- and long-term goals on the next page.

*O'Neill J., & Anne C. (with Commodore, C. & Pulfus C.). 2005. The Power of SMART Goals. Bloomington, IN: Solution Tree.

SMART Goals

Specific

- Include details about what you will do, who will help you, and how you will do it.
- What you will do should be clear to anyone reading the statement.

Measurable

- What measures will let you know you've accomplished your goal?
- What is your timeline for accomplishing the goal?

Appropriate

- Is this something that you can actually achieve?
- Does everyone involved agree the goal is appropriate?

Relevant

- Does your proposed action fit your overall goal?
- Do you have the needed resources, knowledge, and time?

Tangible

- Will the results be readily seen by stakeholders?

Project Ignition: Best Practices Toolkit

Planning & Preparation

Short-Term Goals

1. What would you like to accomplish in the next three months?

2. What would you like to accomplish in the next six months?

Long-Term Goals

1. What would you like to accomplish in the next year?

2. What would you like to accomplish in the next three years?

Examples of SMART Goals

- Decrease number of traffic accidents where seat belts were not in use in the community by 5% in 6 months
- Increase seatbelt usage in the community by 5% in 6 months
- Decrease seatbelt related traffic violations in the community by 5% in 6 months
- Decrease seatbelt related injuries in the community by 5% in 12 months

Examples of non-SMART Goals

- No more traffic accidents
- Everyone wears their seat belts
- No more tickets
- No more getting hurt because of not wearing seat belts

Project Ignition: Best Practices Toolkit

Planning & Preparation

Step 2: Develop a Work Plan

Breaking down your project step-by-step helps you better organize exactly what you need to do. Using your SMART goals as a guide, create a work plan below. Consider deadlines and priorities among other concerns when determining what must be completed by specific times.

Task	Lead Person	Due Date

Project Ignition: Best Practices Toolkit

Planning & Preparation

Step 3: Develop a Budget

Finances are crucial to keep in mind. To keep finances under control, you should know all the supplies and resources you may need. Below are questions to get you thinking about your budget, which you can use to complete the accompanying budget worksheet.

- What resources do you already have for your project?
- What additional resources do you need?
- What steps will you take to secure additional resources?
- Who in the community could offer grants or in-kind donations?
- How can you leverage your existing resources?

(Remember what you did during the Investigation phase when you mapped your community resources. This should help you with your answer.)

Description of Expense	Cost	In-Kind Donations <small>(transportation, meeting space, etc.)</small>
Estimated Total Budget		

Project Ignition: Best Practices Toolkit

Planning & Preparation

Step 4: Divide Up the Work

Being able to divide work and delegate is important because as much as you may think you can do everything on your own, you can't. Take time to establish committees to share the workload. For example, you can create a:

Marketing Committee: Tasked with all the graphics and pictures that you need to gather in order for your project to be a success.

Fundraising Committee: In charge of researching and finding the funds that you need in order to make your project a success.

Outreach Committee: To reach out for potential partnerships your group wants to develop. This can entail setting up meetings or phone calls with Fire Departments, Police Departments, Guest Speakers, etc.

These are all examples of potential committees, and can be extremely helpful in keeping the workload manageable for individual team members. A successful team project relies on the success of its team members.

Make sure to take your team's Leadership Compass and Skills Inventory results into account when developing committees.



For a fundraiser, Project Ignition school Gibson City-Melvin-Sibley High School hosted a Ford Drive 4 UR School Event. They went to their local Ford dealer and asked if they could schedule an event. They came to an agreement and hosted an event in which 18-year-old students could test-drive Ford cars, and the dealer would donate \$20 to the school for each of the participants (who were asked to simply fill out a survey).

The event raised \$6000 for Project Ignition. In addition to increasing the stability of the project, these funds were able to split with Clifton High School, a partner school of GCMS to help them support their program. Pictured above are the cookies Clifton students distributed at different school events to raise awareness.

Action

This is it. It's time to showcase your work. The ideas, the planning, all the phone calls, meetings, and preparation for your project on seatbelt safety is about to pay off.

Step 1: Execute your project!

This step is determined by you and your team, based on the project you have created. Be sure to document the experience. Documenting provides valuable information for both current and future projects. By recording what was done in a variety of ways, participants have material to draw from for reports, articles, community impact statements, and more.

Writing

Keep a journal or learning log, writing about each time you participate in a service action. These logs can be an invaluable source of documentation of the time invested, daily activities, and records of what worked well and what needed better planning or adjustments.

Ask community partners to keep a log of their activities that they will share with you, recording their own observations.

Data Collection

Keep track of data relevant to the service-learning project. For example: How many kits were created? How many fliers distributed? How much money was spent or saved? How many people took a pledge? How many people attended your event?

If appropriate, ask service recipients and community partners to fill out an evaluation form and ask students to compile the results. This allows the students to see how their perceptions fit with other people involved in the project.

Project Ignition: Best Practices Toolkit

Action

Multimedia Recording

Taking photos to document what participants have contributed or accomplished is a powerful way to remember and share what happened. Photographing people involved, special events, products created, service sites, and more can help students tell the story.

Video can also bring service activities to life and become an important means of sharing what happened with others and extending the learning.

If your project involves sensitive subjects or privacy considerations, ensure participants are aware of issues and limitations involving recording names, images, and other information before they begin their service activities.

Interviewing

Interview partners during the action and record their observations to ensure their perspectives are documented and available for later analysis.

Drawing

Sketches, charts, and diagrams can also assist in describing service-learning events.

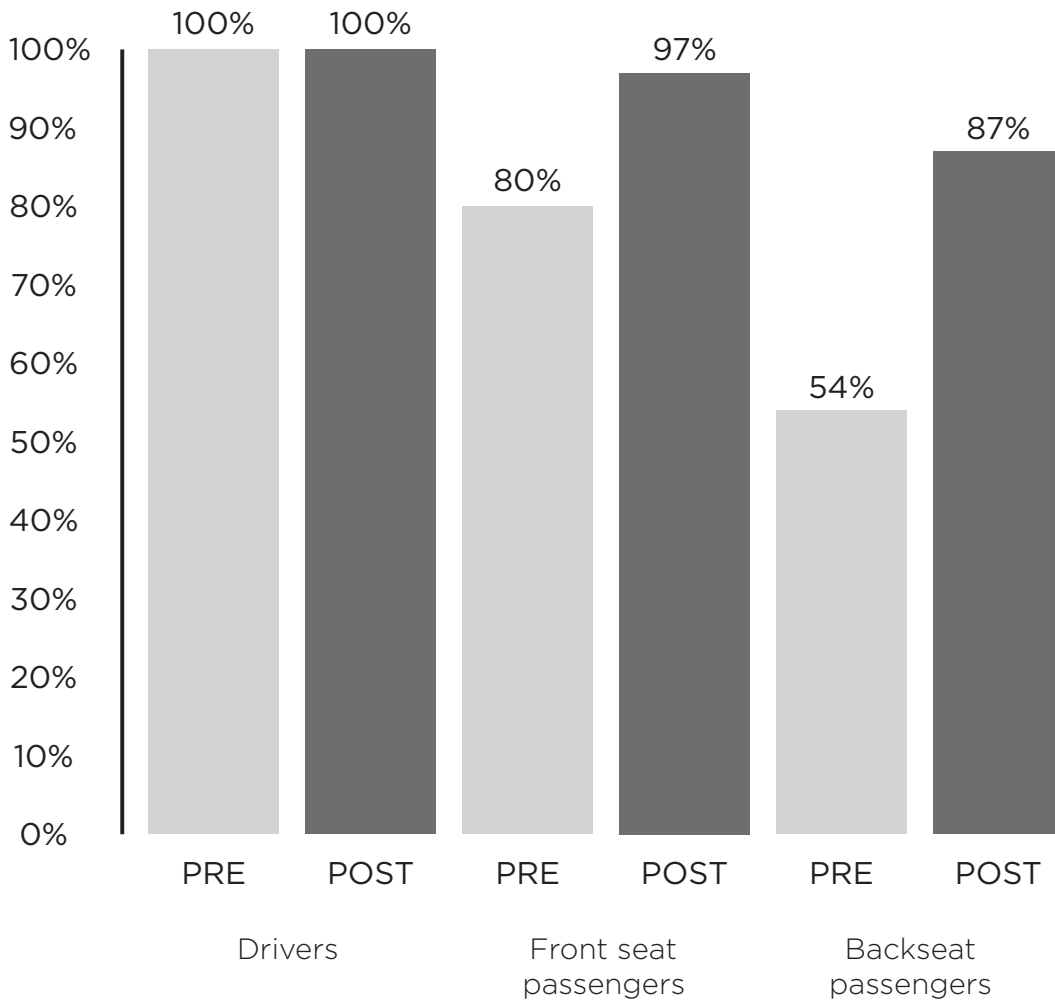
Step 2: Complete the Post Seat Belt Check

Return to the same places where you performed your first seatbelt check during the Planning and Preparation phase. Document and calculate your results — you'll need it!

This is a great time to work with math classes in your school to help with data collection and analysis.

Project Ignition: Best Practices Toolkit Action

In the graph below, you can see results from Gibson City-Melvin-Sibley High School's pre- and post-seatbelt checks. While drivers earned perfect scores each time, front seat passengers only wore seat belts 87% of the time while backseat passengers wore their seat belts a surprising 54% of the time. Seatbelt usage grew dramatically for all passengers after the project, in some cases reaching a near perfect score.



Project Ignition: Best Practices Toolkit

Belton High School Highlight

At Belton High School, a Project Ignition school in Belton, Mo., students save teen lives through a campaign to educate about the importance of seatbelt usage. Led by students, Belton's Project Ignition campaign is built to engage peers meaningfully, in ways that capture their interests and spark reflection.

"Our campaign will include a seatbelt click-it competition where teams of four students will rotate through driver and passenger seats to buckle-up as fast as possible. A stationary seatbelt selfie contest will be held and permanent 'Belts on in Belton' signs will be placed at all elementary school pick-up locations, as well," said Mary Cummings, an educator at Belton. Reaching their peers has not always come easily, however, "experimenting with several tactics to make our efforts get through to peers has been challenging – they have been stubborn in the past."

WHAT WORKS

- Making it clear that social norms among peers support positive behaviors. Teens often act based on false beliefs about what "everyone else is doing." Helping teens see that most of their peers and/or the "cool" kids support safe driving behaviors encourages others to do the same.

WHAT DOESN'T WORK

- Short-term, low-intensity campaigns. Instead, we need campaigns in which attention-getting messages are delivered through multiple strategies, regularly, over a long period of time.
- Use of extreme fear or scare techniques. Fear campaigns can work if the audience believes that consequences of an action are real for them and that they have the power to prevent those consequences. This is difficult to do well. It involves the kind of reflection and discussion described above. It can be a dangerous approach, because when not done well, fear appeals can have negative outcomes.

"Our project engages with reflection because we are constantly analyzing and editing our service-learning practice, and it engages with diversity by appealing to different learning styles. We focus on changing unsafe driving habits rather than using scare tactics," said Cummings. To maximize project impact and effectiveness, Belton maximizes the voice of its youth.

Reflection

Reflect on your progress: Think about your project. Be completely honest about what you experienced. There are many ways to reflect, whether you do it as a group or individually. This is a chance to consider what you learned throughout the process and how your project made an impact on the community.

Step 3: Debriefing Your Project

Talk about the positives and negatives of your project. Look at the Post Seatbelt Check to see if you made a difference in the community. If you fell short, talk about why you think that happened. A template of questions included on the next page will help navigate through this debrief. There is also a SWOT activity, which is helpful as an individual reflection.

SWOT Analysis: Strengths, Weaknesses, Opportunities, Threats

The SWOT analysis allows you to identify the positive and negative factors in your project that may either support or prevent success.

Goal: What is the goal of your service-learning action plan? What are you hoping to accomplish?		
	Helpful to achieving your goal	Harmful to achieving your goal
Internal Qualities of you/your group	Strengths What do you do well? What resources do you have? What do other people perceive as your strengths?	Weaknesses Where do you struggle? What could you improve? What should you avoid?
External Qualities of your environment	Opportunities Where are the good opportunities facing you? What trends are you aware of? Who else could help you achieve your goals?	Threats What obstacles do you face? Are there other groups that you may be competing with? What if you have trouble securing additional resources?

Project Ignition: Best Practices Toolkit

Reflection

Goal:		
	Helpful to achieving your goal	Harmful to achieving your goal
Internal Qualities of you/your group	Strengths	Weaknesses
External Qualities of your environment	Opportunities	Threats

Reflection Questions

- What was the most effective part of your project? What are you most proud of?
- What was the least effective part of your project? What are you disappointed in?
- What do you now understand about the issue you addressed?
- What questions do you still have?
- In what ways can you tell what you have learned over the course of the project?
- How does what you learned in this project connect to other learning?
- How has what you learned changed your thinking?
- Think about the people you encountered during your service. What actions or words from them are the most memorable to you?
- What did you learn from the people you worked with? What do you think they learned from you?
- How did the members of your team work together? What did you learn about each other in the process?
- How do you think about your community differently as a result of this project?
- What would you do differently next time?
- What follow-up work is needed?

Demonstration

Showcase your impact and all you accomplished in the school and community. Demonstration is necessary to prove to stakeholders, partners, and others that it is possible to increase seatbelt usage. You can showcase in many ways. The best demonstrations leverage information, artifacts, stories, and data to tell the story of the project and the work that has been done. Use the following ideas to share your experience more broadly with your local, national, or worldwide community.

Events

Events could range from formal informational gatherings to large celebrations or parties. Use events to showcase what has been accomplished thus far, but also encourage attendees to support future efforts. Do not forget to give attendees advance notice of your event and remember there are a lot of logistics that need to be considered when planning (food, space, entertainment, budget, prizes, etc.).

Portfolio or E-portfolio

A portfolio is a comprehensive report of the project from start to finish. Portfolios can be created individually or as a team, either online or as physical documents. A webpage makes a great portfolio because it allows your team to share their story, give live updates on the project, and clearly share with visitors how they can get involved and contribute.

Present at a Conference

Conferences present wonderful opportunities to demonstrate the work your team has done to new audiences with similar interests. It is important to remember that submission deadlines for presentations and workshops are often many months before the event. If there is a conference you hope to present at, keep up to date with the conference timeline.

- National Service-Learning Conference®
» www.servicelearningconference.org
- SADD Conference on Youth and Health Safety
» www.sadd.org/conference
- Lifesavers National Conference on Highway Safety Priorities
» www.lifesaversconference.org

Project Ignition: Best Practices Toolkit Demonstration

Share with the Media

Sending a press release to television, radio, and newspaper outlets is essential if you want widespread attention for your project. Remember that media channels are always looking for a good story, so you need to be strategic and creative when reaching out.

Social Media

In the 21st century, there is no better way for information to travel than through social media. The most creative and unique posts always travel the fastest, so think outside the box. Pictures and videos that affect people on an emotional level through humor, inspiration, or shock get people talking and thinking critically about an issue.

Reach Out to a Community Leader

Who makes the decisions related to your issue? Is there a politician or community leader that would benefit from hearing about your project? Tell your story through letters or set up a meeting to discuss the issue at hand, why you care, and what they can do to help your efforts.



Many Project Ignition sites, like Har-Ber High School and New Foundations Charter School, have showcased their projects using the hashtag #2N2, which stands for two eyes on the road and two hands on the wheel.

Belton High School created a Facebook page where they share updates on what they've been doing and spread safety messages. They involve young people in the conversation by taking polls and asking thought provoking questions.

JOIN THE GENERATOR SCHOOL NETWORK

The National Youth Leadership Council provides a free platform to plan, share, and collaborate on service-learning projects. At <https://gsn.nylc.org>, site members walk through a guided project-planning tool, and access resources designed to support youth-led, meaningful projects.

Wrapping Up

CONGRATULATIONS!

You have completed the Project Ignition Seatbelt Safety Toolkit! You have completed this Project Ignition Best Practices Toolkit through the use of service-learning. But you are not done yet, this was only the beginning. You can never fully eliminate this problem so you must keep moving forward with your projects. This is a cycle and young people are always growing up. You want to ensure that the younger students will get the chance to be reminded about how important it is to wear their seatbelt because you know, sometimes, people just need a reminder!

The final pages of this toolkit are dedicated to the K-12 Service-Learning Standards for Quality Practice. These standards support you through the entire service-learning experience, from getting started, moving through IPARD, and beyond. Refer to them at any time throughout the process.



A significant percentage of young drivers are involved in traffic crashes, and they are twice as likely as adult drivers to be in fatal crashes.*

*National Highway Traffic Safety Administration

Project Ignition: Best Practices Toolkit Standards

The K-12 Service-Learning Standards for Quality Practice were developed by the National Youth Leadership Council. Working from a base of 20 years of professional wisdom and practice, NYLC worked with other leaders the fields in service-learning and research to ensure that the standards included the strongest evidence-based elements of effective practice. For more information, visit www.nylc.org/standards.

Meaningful Service

Service-learning actively engages participants in meaningful and personally-relevant service activities.

Indicators:

1. Service-learning experiences are appropriate to participant ages and developmental abilities.
2. Service-learning addresses issues that are personally relevant to the participants.
3. Service-learning provides participants with interesting and engaging service activities.
4. Service-learning encourages participants to understand their service experiences in the context of the underlying societal issues being addressed.
5. Service-learning leads to attainable and visible outcomes that are valued by those being served.

Link to Curriculum

Service-learning is intentionally used as an instructional strategy to meet learning goals and/or content standards.

Indicators:

1. Service-learning has clearly articulated learning goals.
2. Service-learning is aligned with the academic and/or programmatic curriculum.
3. Service-learning helps participants learn how to transfer knowledge and skills from one setting to another.
4. Service-learning that takes place in schools is formally recognized in school board policies and student records.

Project Ignition: Best Practices Toolkit

Standards

Reflection

Service-learning incorporates multiple challenging reflection activities that are ongoing and that prompt deep thinking and analysis about oneself and one's relationship to society.

Indicators:

1. Service-learning reflection includes a variety of verbal, written, artistic, and nonverbal activities to demonstrate understanding and changes in participants' knowledge, skills, and/or attitudes.
2. Service-learning reflection occurs before, during, and after the service experience.
3. Service-learning reflection prompts participants to think deeply about complex community problems and alternative solutions.
4. Service-learning reflection encourages participants to examine their preconceptions and assumptions in order to explore and understand their roles and responsibilities as citizens.
5. Service-learning reflection encourages participants to examine a variety of social and civic issues related to their service-learning experience so that participants understand connections to public policy and civic life.

Diversity

Service-learning promotes understanding of diversity and mutual respect among all participants.

Indicators:

1. Service-learning helps participants identify and analyze different points of view to gain understanding of multiple perspectives.
2. Service-learning helps participants develop interpersonal skills in conflict resolution and group decision-making.
3. Service-learning helps participants actively seek to understand and value the diverse backgrounds and perspectives of those offering and receiving service.
4. Service-learning encourages participants to recognize and overcome stereotypes.

Project Ignition: Best Practices Toolkit Standards

Youth Voice

Service-learning provides youth with a strong voice in planning, implementing, and evaluating service-learning experiences with guidance from adults.

Indicators:

1. Service-learning engages youth in generating ideas during the planning, implementation, and evaluation processes.
2. Service-learning involves youth in the decision-making process throughout the service-learning experiences.
3. Service-learning involves youth and adults in creating an environment that supports trust and open expression of ideas.
4. Service-learning promotes acquisition of knowledge and skills to enhance youth leadership and decision-making.
5. Service-learning involves youth in evaluating the quality and effectiveness of the service-learning experience.

Partnerships

Service-learning partnerships are collaborative, mutually beneficial, and address community needs.

Indicators:

1. Service-learning involves a variety of partners, including youth, educators, families, community members, community-based organizations, and/or businesses.
2. Service-learning partnerships are characterized by frequent and regular communication to keep all partners well-informed about activities and progress.
3. Service-learning partners collaborate to establish a shared vision and set common goals to address community needs.
4. Service-learning partners collaboratively develop and implement action plans to meet specified goals.
5. Service-learning partners share knowledge and understanding of school and community assets and needs, and view each other as valued resources.

Project Ignition: Best Practices Toolkit

Section Head

Progress Monitoring

Service-learning engages participants in an ongoing process to assess the quality of implementation and progress toward meeting specified goals, and uses results for improvement and sustainability.

Indicators:

1. Service-learning participants collect evidence of progress toward meeting specific service goals and learning outcomes from multiple sources throughout the service-learning experience.
2. Service-learning participants collect evidence of the quality of service-learning implementation from multiple sources throughout the service-learning experience.
3. Service-learning participants use evidence to improve service-learning experiences.
4. Service-learning participants communicate evidence of progress toward goals and outcomes with the broader community, including policy-makers and education leaders, to deepen service-learning understanding and ensure that high quality practices are sustained.

Duration and Intensity

Service-learning has sufficient duration and intensity to address community needs and meet specified outcomes.

Indicators:

1. Service-learning experiences include the processes of investigating community needs, preparing for service, action, reflection, demonstration of learning and impacts, and celebration.
2. Service-learning is conducted during concentrated blocks of time across a period of several weeks or months.
3. Service-learning experiences provide enough time to address identified community needs and achieve learning outcomes.

Notes:

