12 RESPONSIBLE CONSUMPTION AND PRODUCTION

RESPONSIBLE CONSUMPTION & PRODUCTION
a service-learning handbook
for afterschool programs
(AGES 14-18)

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ACKNOWLEDGMENTS

This handbook is based on NYLC's 35-year history developing service-learning programs and resources for both in-school and afterschool settings. It is enriched by ideas from the ACT Now Coalition, Afterschool Alliance, Afterschool Matters, Afterschool Technical Assistance Collaborative, the Mikva Challenge, and the World's Largest Lesson.

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MOTT FOUNDATION®

FOREWORD

The structure on the front of this book represents a kind of ideal in sustainable production and consumption. Called an "Earthship", more than 70 of these ultra-green homes have been constructed outside of Taos, New Mexico -- and many more are on five continents. They are self-sufficient structures that are completely off "the grid" of city power supplies, have no water lines or sewer, and are built out of recycled materials -- otherwise known as garbage.

This imaginative neighborhood of do-it-yourselfers has distilled down the basic functions of life into six need areas: food (which they grow inside these greenhouse-like structures); energy, clean water, shelter, garbage management, and sewage treatment. Water is used no less than four times, from washing, to watering plants, to flushing, to fertilizing -- and energy is solar.

While this approach to daily life may not be feasible for all, earthship biotecture includes systems and functions that can be adapted -- even in city life -- and serve as a model for conscious choices.

Whether interested in this comprehensive shift to responsible production and consumption, or interested in a single issue area, this guide is meant to inspire young people in out-of-school settings to examine their consumption habits. It offers beginning resources in four areas: **food, clothing, electronics,** and **plastics**, with additional resources included at the back of the book.

As the United Nations describes this twelfth goal area in the Sustainable Development Goals, "Sustainable consumption and production is about promoting resource and energy efficiency, sustainable infrastructure, and providing access to basic services, green and decent jobs and a better quality of life for all."

In other words, the goal with this book is to help young people understand the impact of the supply chain behind the goods they consume and help them make more responsible choices.

Service-learning can be the bridge between a theoretical economics lesson on supply and demand and an understanding of the impact of child labor in chocolate production. In short, the approach helps young people grasp the importance of their choices, voices, and actions in community change. And out-of-school time offers opportunities for young people to grow and apply their skills — academic, social/emotional, and 21st century — in collaborative ways on issues of timely importance.

This book is designed to help afterschool youth workers support young leaders on these issues of global significance so that young people can use their out-of-school time to lead this issue locally — to Serve. Learn. Change the world.®

Thank you for your interest in supporting youth-leadership and in strengthening communities!

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INTRODUCTION

The National Youth Leadership Council is excited to share this responsible consumption and production handbook as an afterschool approach to community engagement. Service-learning is an effective and engaging strategy across a range of out-of-school time programs, where the emphasis is on deeper understandings of the context around community needs.

This handbook will help build a team of committed youth participants through energizers, activities, project-based experiences, and reflection strategies structured as one- to two-hour sessions, that will prepare young people to take action within approximately 13 sessions. See the "Resources" section for opportunities to expand the scope of the projects and the "Facilitator Tips" for opportunities to shorten or expand the activities (noted with this symbol: 📎). A list of digital tools to support your projects is available in the resource center at nylc.org where a free membership is required.

This guide is one of a series that complement *Engage: A Service-Learning Handbook for Afterschool Programs*, available through NYLC (nylc.org). Please be sure to have a copy of *Engage* on hand for deeper explorations of service-learning, its fit with social and emotional learning, and the research base that supports high quality practice. Each of these topics is also rooted in the United Nations' Sustainable Development Goals for 2030, areas of need identified in 2015, with a call for youth leadership in achieving the goals.

Responsible Consumption and Production (SDG #12)

This focus adds many opportunities for youth leadership, as young people are the "target market" for so many consumables.

As the Sustainable Development Goals Report of 2018 states, "For all types of materials, developed countries have at least double the per capital footprint of developing countries. In particular, the material footprint for fossil fuels is more than four times higher."

Whether learning about fast fashion's contributions to water pollution, the involvement of children in most cacao (chocolate) harvesting, or the prevalence of micro-plastics in the ocean, there are unlimited opportunities for youth innovation. They can help consumers of all ages move beyond "take, make, waste," to a more circular economy that does more with less and emphasizes sharing and leasing over selling and owning.

As noted earlier, the United Nations' Sustainable Development Goals offer a helpful framework — particularly with the U.N.'s recognition that youth involvement is key to achieving the goals by 2030. The seventeen goal areas are grouped into three overarching areas:

1. Ending extreme poverty
2. Fighting inequality and injustice, and
3. Tackling climate change

Young people will find opportunities to address consumption and production on a local level -- whether making adobe bricks or recycling electronics -- within the following session plans.

Further support is available through a community of service-learners at nylc.org. Please be in touch with us, and thank you for helping support young people to Serve. Learn. Change the world®!

WHAT IS SERVICE-LEARNING?

Service-learning is an approach to teaching and learning in which students use academic knowledge and civic skills to address genuine community needs.

Three phrases in this definition are particularly significant.

- "**an approach to teaching and learning**" -- Service-learning is a partnership among educators and young people. It is not something that youths are doing completely on their own and it is not something that educators are doing without youth input.

- "**academic and civic knowledge and skills**" -- Service-learning is a comprehensive approach that addresses leadership skills, civic engagement, and social emotional learning -- as well as academic standards.

- "**genuine community need**" -- Young people must investigate and understand the community that they are serving before they choose the need that they will address, and how to take action.

*For more on service-learning, please see nylc.org particularly the **Engage** series of books for afterschool time.*

For example:

Sorting through materials at a recycling center is **service**.

Studying "green business" supply chain policies is **learning**.

When young people learn about responsible production and consumption implications for their community, apply their social and emotional, computer science, and communications skills to upcycling computer parts for a senior center, then train elders on computer skills, that is **service-learning**.

Service-learning projects can be either direct, indirect, or a form of advocacy.

Direct service-learning projects bring individuals face-to-face with those who are being served. For example, high school students offer direct service when they train elders in computer skills.

Indirect service-learning projects benefit a cause or group but do not necessarily involve direct contact with service recipients, as in refurbishing computers. **Advocacy** projects feature action on behalf of a specific cause or social issue, such as city-level support for an electronics recycling day. Projects encourage action or create awareness of issues of public interest.

To learn more about service-learning, visit nylc.org/service-learning or see NYLC's three publications targeted to elementary, middle, and high school -- *Engage: A Service-Learning Handbook for Afterschool Programs*.

SOCIAL & EMOTIONAL LEARNING

Participants will:
- Gain foundational knowledge of others in group. (**Social Awareness**)

Time

60 minutes

SESSION 1

GETTING TO KNOW YOU

Activity #1: Responsible Production and Consumption Name Game

Supplies: Space for the group to stand in a circle.

Time: Approximately 15 minutes

Directions:

1. Welcome everyone to the session, and let them know that each session will begin with a warm-up. The goal is for others to contribute their favorite warm-ups later in the program.

2. Note that for each game, the facilitator introduces themselves and names the game, then gives directions and asks if anyone has questions. After the game, reflection questions help the group process the experience.

3. If the group is new to the topic, start with a brainstorm of what responsible production and consumption means to them.
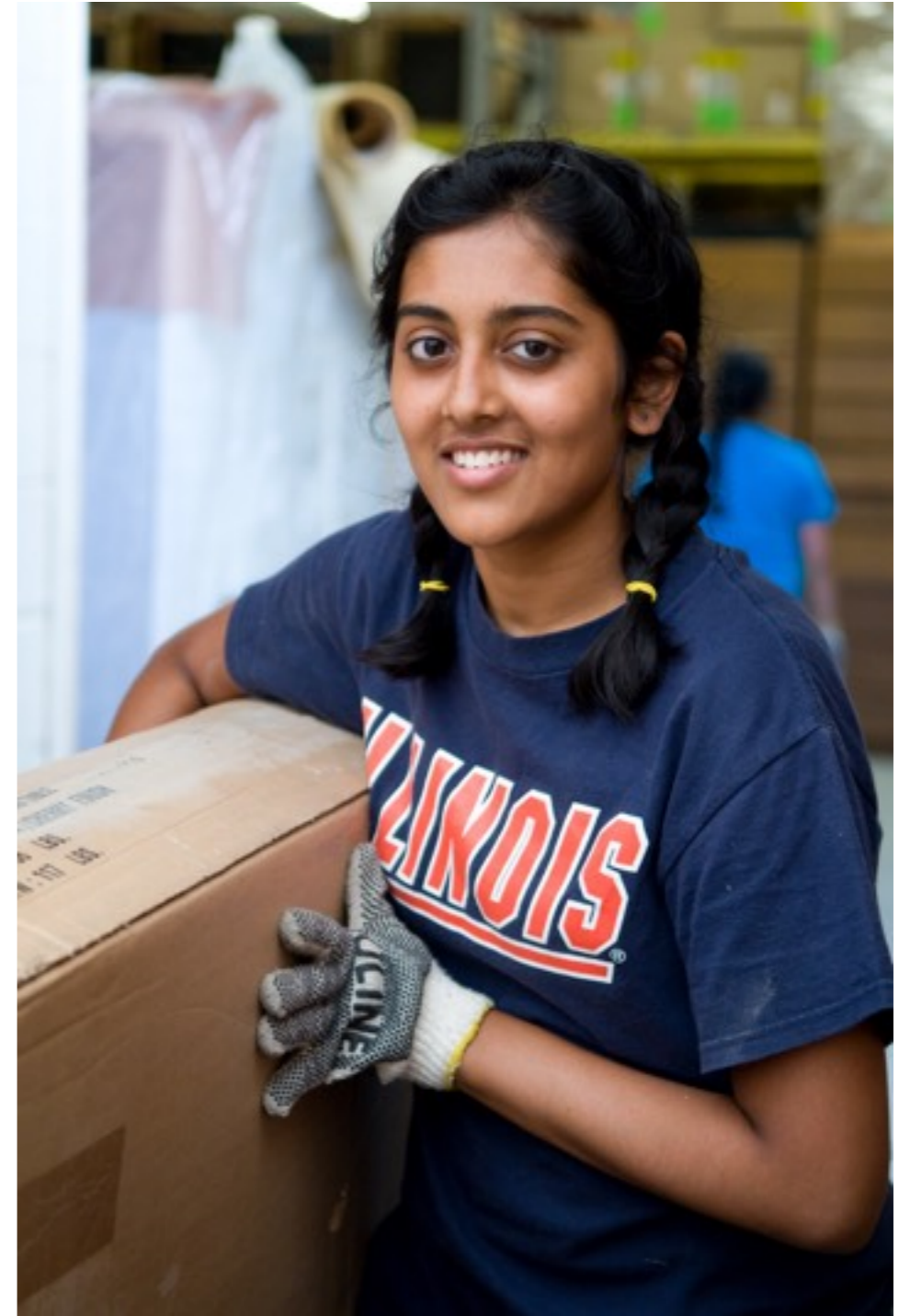
4. Ask that each person first says their name, and then thinks of a word that relates and begins with the same letter as their first name. For example, if your name is "Maddy" you might say "mulch." Have each participant say the previous person's name and action and add their name and action. This should build an association with each person's name.

5. **Reflection.** Have the group share answers to the following questions:

   • What did you notice during the game?
   • How will this be helpful to the project to come?

Activity #2: Quotes Activity

Supplies: Copies of quotes (included at the end of the Session One pages), posted in four separate areas of room/meeting space.

Time: Approximately 15 minutes

Directions:
1. Read aloud each quote. Note that each one addresses an area of production and/or consumption. Ask that participants vote for the one that "speaks" to them by moving to that area of the room/ space. Have them discuss with their peers who've gathered by the same quote why they chose that one.

   • "The price of **clothing** has been decreasing for decades, while the human and environmental costs have grown dramatically."

   • "A *Washington Post* investigation of the use of child labor in the cocoa industry found that ... some of the biggest and best-

known brands could not guarantee that any of their chocolate was produced without **child labor**."

   • "There are more **micro pieces of plastic** in the sea than stars in the Milky Way."

   • "The average American household uses about **28 electronic products**."

2. Reflection: Ask the whole group:
   • "What similarities did you hear among people's comments?"
   • "How does this activity build on the Name Game?"

Activity #3: "Earthship 101" Video *(OR Imagination Activity; see end of Activity #3, pg. 10)*

Supplies: internet access to video (8 mins.); whiteboard or large sheet of paper and markers OR print out of the landing page

https://www.youtube.com/watch?v=xOUa78kH3k4

Time: 10 minutes (including pre-reflection and reflection time)

Directions:

1. Draw a "K, W, L" chart on the whiteboard or paper.

2. Before watching the video, ask participants to brainstorm what they KNOW about earthships and list those ideas in the "K" column. (It's o.k. if no one knows anything!)

3. Then ask the participants what they WONDER or WANT to know about them. (Examine the word for clues.) List those ideas under the "W" column.

4. Leave the "L" column (LEARNED) empty until after the video.

5. Watch the video "Earthship 101".

6. Then ask participants to list what they learned by watching the video and add those thoughts to the the "L" column.

IF NO INTERNET: Imagination Activity

Supplies: Read this description of earthships (under "Directions" below) from: https://taos.org/places/earthship-biotecture/

Time: 15 minutes

Directions:

"An Earthship is a type of passive solar house that is made of both natural and upcycled materials such as earth-packed tires, pioneered by architect Michael Reynolds.

The Earthship architecture concept began to take shape in the 1970s. The architect wanted to create a home that would do three things: 1. it would utilize sustainable architecture, and material indigenous to the local area or recycled materials wherever possible; 2. the homes would rely on natural energy sources and be independent from the electricity "grid"; 3. it would be feasible for a person with no specialized construction skills to build.

An Earthship addresses six principles or human needs:

1. Reduce and even eliminate utility bills.
2. Get ALL electricity from the sun and the wind.
3. Catch water from the sky for drinking, bathing, cleaning, showering, washing, flushing, etc.
4. Contain and treat ALL of the sewage in a healthy and beautiful way.
5. Maintain comfortable temperatures in the building ALL year long, in any climate. Reduce or even eliminate your heating and cooling bills
6. Some internal food production capability.

Working in pairs, have students imagine and draw homes with systems for as many of the six steps as they can imagine. Then, have them share their designs with each other and explain the systems they have imagined.

Activity #4: Exit Ticket on Definition of Responsible Consumption and Production

Supplies: scrap paper and pencils/pens

Time: 10 minutes

Directions:

• Ask participants if there are elements of an Earthship that could be incorporated into "normal" houses? What are the likely benefits of living

like this? What are some challenges?" What would they like to learn more about?

 If participants are interested in Earth Ships, see the resource section at the back of the book (pg. 59) for additional videos and articles.

- Have participants think about what they've heard about **responsible consumption and production** during the session.

- Have them write their own definitions of responsible consumption and production and share them as they leave the session.

Facilitator Tip: Hang on to these definitions for future reference.

"The **price of clothing** has been decreasing for decades, while the human and environmental costs have grown dramatically."

~ from "The True Cost of Fashion"

"A *Washington Post* investigation of the use of ==child labor in the cocoa industry== found that ... some of the biggest and best-known brands could not guarantee that any of their chocolate was produced without child labor."

– from "[Much of the World's Chocolate Supply Relies on More Than One Million Child Workers](#)"

"There are more **micro pieces of plastic** in the sea than stars in the Milky Way."

~ from "**Targeting Plastics: Using Nuclear Techniques to Tackle Global Challenges**

"The average American household uses about 28 ==electronic products==."

~ 2013 report by the Consumer Electronics Association

OUTCOMES

SOCIAL & EMOTIONAL LEARNING

Participants will:

1. Reinforce their knowledge of names of people in group.
(*Social Awareness*)

2. Understand how teamwork builds trust among group members.
(*Self-Management* and *Relationship-Building*)

COLLEGE, CAREER & CIVIC LIFE (C3)

Participants will:

- Dimension 2: Apply civics tools and concepts.

Time

60 minutes

INTERDEPENDENCE DAY (TEAM-BUILDING)

Activity #1: Shakedown!

Supplies: Space to stand as group.

Time: 10 minutes

Directions: In this short and physical energizer, the group shakes out their bodies one limb at a time -- starting with eight shakes of the right arm, then eight shakes of the left, eight shakes of the right leg, then eight shakes of the left. The activity continues with a round of four shakes of each limb, then two, then one, ending in a big cheer.

This energizer is short and efficient. For it to be effective, the person leading it needs to model a high level of energy.

1. Gather group and have them stand in a circle with at least an arm's length of distance between them.

2. The group performs the "shake down" all together, counting loudly together as they go.

3. As a facilitator, lead with eight shakes of the right arm, eight shakes of the left arm, eight shakes of the right leg, and eight shakes of the left leg. Each time, counting "1 - 2 - 3 - 4 - 5 - 6 - 7 - 8!"

4. Next, four shakes of each limb. Then two shakes of each. Then one shake of each.

5. The shake down ends with a loud cheer.

6. As you transition to reflection, say "If you can hear my voice clap once; if you can hear my voice, clap twice," then make sure that they raise their hands as they start sharing.

Reflection Questions:

- What did you notice during the game?
- How does this relate to community action?

Activity #2: SuperPower Energizer

Supplies: scrap paper plus markers

Time: 15 minutes

Directions:

1. Ask that everyone grab a piece of scratch paper and marker or pen that writes boldly.

2. Ask them to take a minute to think of a superpower they have. This can range from physical strength like weightlifting to online skills with social media, to the ability to tease a sibling.

3. Have them draw their superpower on the paper, large enough so that it can be seen at a distance.

4. Have people share their superpowers, and a time when they have used their superpowers, listening for related superpowers. Have people do a "thumbs up" reaction if their superpowers are similar.

5. Reflection: As the whole group:

- Why do we care about each other's super powers?

- How does it relate to taking action in the community?
- Do you see any connections to the topic of responsible consumption and production?

Activity #3: Group Norms Think/Pair/Share

Materials: Scrap paper (plus tape) or post-its and writing utensils.

Time: 20 minutes

Directions: The goal with this activity is to come up with agreements on behaviors that will help the group function as a team.

1. THINK: Have participants individually consider what they think are helpful and healthy behaviors that will support the group's experiences and note them on scratch paper. Ask that everyone come up with three behaviors, writing ONE per post-it/scratch paper.

2. PAIR: Have pairs share their individual traits or behaviors, then come to consensus on three behaviors as a pair.

3. SHARE: Have young people post their norms. Then, as a large group, narrow the collection down to four or five categories.

Reflection: Once the narrowing and posting is done, ask the large group: Can we agree to aspire to these team member behaviors in the upcoming sessions?

Activity #4: Exit Ticket Reflection

Materials: scrap paper and writing utensil

Time: 10 minutes

Directions: Ask participants to write their idea(s) for the best way(s) the group can hold themselves accountable to these norms and have them jot down their ideas, sharing them aloud before they leave or with the facilitator as they leave the session.

Participants will:

1. Understand the importance of clear communication in team-work.
   (Social Awareness and Relationship-Building)

2. Know personal leadership styles, strengths, and challenges.
   (Self Awareness)

COLLEGE, CAREER & CIVIC LIFE (C3)

Participants will:

- Dimension 2: Apply civics tools and concepts.

Time

60 minutes

SESSION 3

LEADERSHIP FOR COMMUNITY ACTION

Activity #1: Stretch Energizer

Supplies: None

Time: 10 minutes

Directions: Looking Around

1. Ask all participants to stand up. Tell them that you are going to give them instructions on which direction to look. They have to turn their head (only their head, not the body) and look in the appropriate direction.

2. Explain the details. When you say, "Up", the participants should tilt their head and look at the ceiling (or the sky). When you say, "Down", the participants should lower their head and look at the floor (or their feet). When you say, "Left", the participants should turn their head to their left. When you say, "Right", the participants should turn their head to the right.

3. Say the words "up, down, left, and right" in a random order and encourage the participants to follow your instructions. Keep giving directions at a fairly rapid pace.

4. Then, change the meaning of the words. After about a minute, tell the participants that you are going to make a change. From now on, up will mean down and vice versa. So when you say "Down", the

participants should look up at the ceiling. Similarly, when you say "Up", the participants should look down at their feet. Explain that the meaning of the words left and right remain the same. Call out the four directions in a random order and ask the participants to follow instructions. Remind them, however, that they have to remember the new meaning of the words up and down. You will see many "mistakes" and lots of embarrassed laughter.

5. Reflection

• Ask participants how difficult it was to follow instructions when the meanings of words were changed.

• Ask them to discuss any similar experiences they might have had in their real life.

Note that 1. It is difficult to learn new concepts without unlearning some old concepts. 2. The old way of doing things can interfere with learning new procedures.

Activity 2: Leadership Compass

Supplies: printed attachments from the end of this chapter: the Leadership Compass Self-Assessment, Scoring Sheet, Leadership Compass Descriptions and Analysis

Time: 20 minutes

Directions:

1. Introduce the topic by talking about the importance of knowing your personal leadership style in order to work effectively with others.

2. Assure group that there are no right answers.

3. Share the **Leadership Self-Assessment** and **Scoring Sheet** and have participants work individually to answer the questions about how they respond to work/school environments.

4. Once participants have answered the questions, have them move their scores to the directional grid, then circle their primary direction.

5. As participants complete this scoring, have them read about their own style first, noting its strengths and weaknesses, then the other styles.

Reflection: Conduct a brief large group debrief, asking:

• Did your direction surprise you?

• How might knowing your leadership style affect your behavior in a group?

Activity 3: Vacation-Planning

Supplies: Space for four groups to meet without much interference from other groups. Post: North, South, East and West. Large paper and markers.

Time: 15 minutes

Directions:

1. Tell participants that they will be going to the directions that are their dominant leadership styles. They will need to select a recorder and presenter, and they will be planning a vacation together.

For those with close scores, have them join the groups with fewer members.

2. Have them plan their ideal vacations. No further directions should be offered. The point is to see how differently leaders, when grouped, plan.

3. Give them 5-10 minutes to plan, then bring them back to the large group.

4. Then have each group share their plans and how their leadership style (both the good and the bad) came into play during the planning process.

5. Reflection: Ask each group/individual to share:

   • What would make you nervous on any of these trips?

   • How can you plan to accommodate these concerns?

   • How might this relate to teamwork?

   • What might be the strengths and challenges of working with a team made of only your direction?

   • What might be the benefits and challenges of working with a more diverse set of strengths?

Ask:

   • What do you think you can offer the community?

   • What can you offer a team?

   • Where do you think you'd like to be challenged to grow?

Activity 4: Leadership Reflection

Supplies: Talking stick/object to pass.

Time: 15 minutes.

Directions: Have participants sit in a circle. Ask them to reflect on their individual leadership styles, strengths, and challenges.

It is important to know and be able to communicate your preferred leadership style when working with people of other styles. Knowing how you and others lead contributes to harmony and efficiency in a group setting, and allows each team member to complement one another by utilizing their unique strengths. Like a directional compass, the Leadership Compass has four directions: ways in which people approach work.

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=Always	*5=Often*	*3=Rarely*	*1=Never*

1. _____ I like to determine the course of events.

2. _____ I enjoy challenges presented by people and situations.

3. _____ People and relationships are primary for me in any group.

4. _____ I am practical, dependable, and thorough when I take on something.

5. _____ I make decisions early.

6. _____ I need to see the big picture before I work on the details.

7. _____ I am a team player.

8. _____ I am good at planning and identifying needed resources.

9. _____ I do not like to put things off.

10. _____ I love to think about ideas and possibilities.

11. _____ I trust my own emotions and intuition in search of an answer.

12. _____ I move carefully and follow procedures and guidelines.

13. _____ I am comfortable being a leader.

14. _____ I enjoy experimentation and creativity.

15. _____ I am supportive and nurturing to my colleagues and peers.

16. _____ I make decisions using logic and data analysis.

17. _____ I am not stopped when refused.

18. _____ I want much information before making decisions.

19. _____ I am able to focus on what is happening in the present moment.

20. _____ I am introspective and self-analytical.

21. _____ I like a quick pace and getting things done.

22. _____ I have a strong intuitive awareness.

23. _____ I enjoy helping others to feel important and useful in a group.

24. _____ I am often the person who can find a fatal flaw in an idea or project.

25. _____ I will take charge in a group when others do not seem to know what to do.

26. _____ I am always looking for new and better ways to do things.

27. _____ I care as much about how things are done (the process) and what is done (the outcome).

28. _____ I can take what resources exist and get the most out of them.

29. _____ I am able to form action plans easily and do not need long discussions of issues.

30. _____ I am effective at helping people identify the mission and purpose of a task.

31. _____ It is easy for me to see all sides of an issue.

32. _____ I like dealing with specifics and details of a project.

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Leadership Compass Scoring Sheet

Copy the numbers from the Leadership Compass Self-Assessment into the following grid. (Q1= Question #1, etc.) **Add up your total** for each column and record your scores in the bottom row of the table below. The highest score indicates your primary leadership "direction." Then, **circle your primary direction** on the compass at the bottom of the page. (Note that you are often predominantly one direction, but other directional scores may be close!)

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

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Leadership Compass Style Descriptions

NORTH (goal/task-driven)	• assertive, active, and decisive • prefers to be in control of relationships • quick to act; expresses a sense of urgency • enjoys challenges and challenging others • results-oriented • prefers a quick pace and fast track • courageous	• perseveres; not stopped when refused • risk-taker • prefers variety and novelty • comfortable being at the forefront • good at motivating others
SOUTH (relationship/people-driven)	• allows others to feel important • value-driven regarding professional life • establishes relationships to accomplish tasks • interaction is primary • concerned with process • supportive, nurturing to colleagues and peers	• trusts others at face value • feelings-based; trusts own intuition • team player, receptive to ideas of others • able to focus on the present moment • concerned with creating positive environment
EAST (creativity-driven)	• visionary; sees big picture • idea-oriented • focused on the future • provides insight into missions and purposes • develops solutions creatively	• looks for overarching themes and ideas • likes to experiment and explore • appreciates much information • divergent thinker • loves options and possibilities
WEST (data-driven)	• seen as practical, dependable, and thorough • helpful to others by providing planning and resources • moves carefully and follows procedures and guidelines • uses data analysis and logic to make decisions	• weighs all sides of an issue, balanced • introspective, self-analytical • careful, thoroughly examines peoples' needs • works well with existing resources • skilled at finding fatal flaws; keeper of traditions • values evaluation.

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Leadership Compass Analysis (North and South)

When considering the pitfalls and suggestions related to your primary direction on the compass, ask yourself the following questions:
- What is your direction's **greatest strength**? What is your **greatest weakness**?
- What is **one tip** for others to work best with this direction?
- Moving forward knowing what everyone's leadership style is, how will this **benefit the grou**p? How will it **challenge the group**?
- What can we do to accommodate everyone's leadership style?

	Possible Pitfalls	Suggestions for working with...
North	•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.	•Present your case quickly, clearly, and confidently. •Let him/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	•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.	•Remember the process; primary importance lies in quality of relationships. •Justify your decisions using values and ethics •Appeal to relationships. •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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Leadership Compass Analysis (East and West)

When considering the pitfalls and suggestions related to your primary direction on the compass, ask yourself the following questions:
- What is your direction's **greatest strength**? What is your **greatest weakness**?
- What is **one tip** for others 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?

	Possible Pitfalls	Suggestions for working with…
East	•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.	•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	•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.	•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.

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OUTCOMES

SOCIAL & EMOTIONAL LEARNING

Participants will:
  Understand how local actions can contribute to global change.
  (*Self-Management* and *Responsible Decision-Making*)

COLLEGE, CAREER & CIVIC LIFE (C3)

Participants will:
• Dimension 1: Develop questions and plan inquiries.

Time

60 minutes

ACT LOCALLY; CONNECT GLOBALLY (INVESTIGATION)

Activity #1: Miming Actions

Supplies: Space to stand in a circle

Time: 10 minutes

Directions:

1. Explain the rules of the game -- that people will mime responsible consumption or production actions -- and that others will guess those actions.

2. Begin miming an action (e.g. riding a bike, picking a garden, making something with their hands, etc.). Wait until a member of the group raises their hand. As the facilitator, call on the person and have them guess the action.

3. When someone correctly guesses the action or comes close, they then begin to mime a new action. Continue until all members have had a chance to mime out an action. Encourage participants to be creative with the actions.

Reflection: Ask the large group:

• How did their leadership styles play out?
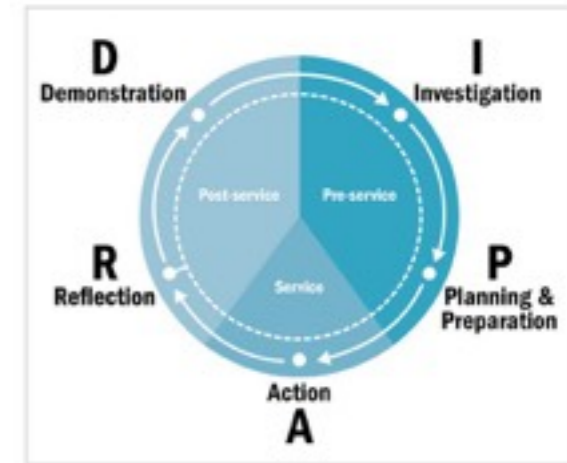
• What other teamwork situations might be like this activity?

Activity #2: Introducing the Sustainable Development Goals

Supplies: Copies of the United Nations SDGs (included at the end of this chapter). Access to the internet to share an animated introduction to the United Nations' Sustainable Development Goals, moderated by Malala Yousafzai (the youngest Nobel Peace Prize laureate): https://www.youtube.com/watch?v=p2hyORs83EE

Time: 20 minutes

Directions:

1. This short (6.5 min.) video offers an inspiring introduction to the United Nations' Sustainable Development Goals for 2030 and actions that young people are taking around the globe related to the issues: "Malala Introduces the World's Largest Lesson". You may want to start by asking who knows what Malala Yousafzai of Pakistan is known for? (She survived a bullet shot to the head in 2012 for daring to go to school in a part of Pakistan where the Taliban has determined that girls should not have equal access to education. In 2014, she became the youngest Nobel Peace Prize winner ever for her courage in continuing the fight for girls' education).

2. Tell the group that the United Nations developed these 17 goal areas after hearing from many people around the world about their greatest concerns. By design, there is much interconnection among them.

3. Pair participants, then assign 1-2 SDG areas to each pair. Ask everyone to think about "What needs to CHANGE in these SDG areas to improve the community?" (In other words, what are the problems in the community in each of the SDG areas?).

4. As partners, have participants identify one community problem related to their SDG.

5. Have them share the community problems they see within each of the SDG areas.

6. Then, see if participants can make a connection to responsible consumption and production. (For example, if the pair has #15, Life on Land, they might talk about how recycling and upcycling affect landfills.) The point here is that the SDGs are inter-related, by design.

7. Tell the group that there are hundreds of ways that people are tackling these problems around the world, and that they are going to focus on SDG #12: "Responsible Consumption and Production".

8. Share with participants that they should remember the ideas they have heard from their peers about what needs to change within their community according to the SDG areas, which needs surfaced, and that all can be addressed through youth-led action. The group will choose their approach after exploring responsible consumption and production related to their community's needs in a couple of sessions.
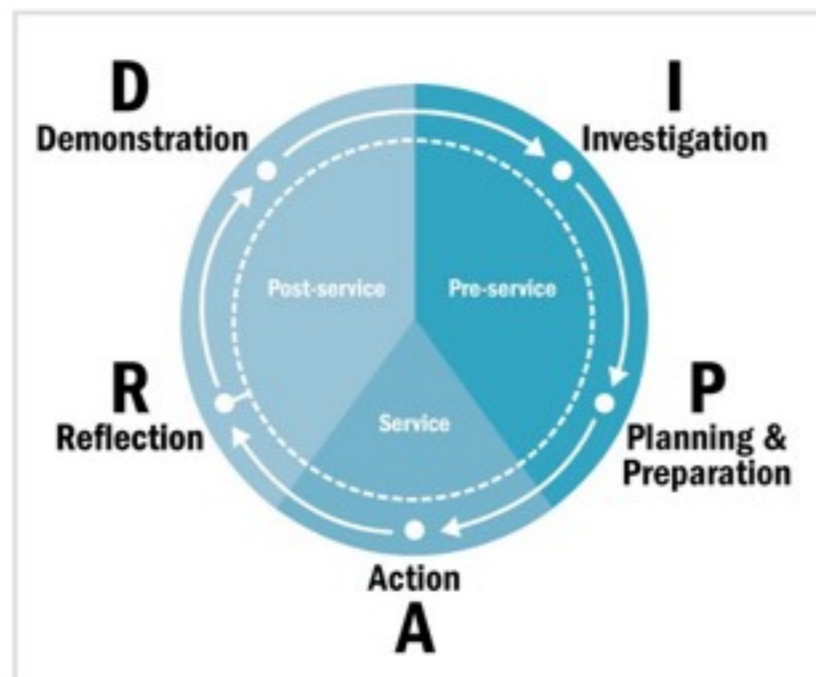
Activity #3: Introducing Service-Learning

Supplies: copies of IPARD Charts (at end of chapter) printed for participants.

Time: 10 minutes

Directions:

1. Introduce the service-learning IPARD cycle to participants by sharing copies of the IPARD circle and give an overview of the five stages

involved: investigation, planning and preparation, action, reflection, and demonstration.

2. Explain that this model represents the service-learning process they are going to experience as a group.

3. Ask what they notice about the IPARD cycle. (They might say that they don't understand a word or wonder why service is the smallest part of the pie, for example.)

4. Note that this process begins with investigating their community's needs. In this case, the group is going to dig into issues related to responsible consumption and production (SDG #12); planning and preparing a project to address that need; taking action; then reflecting on what they've learned and still wonder; and finally demonstrating/sharing what they've learned with an audience such as the site's staff, other programs' participants, or a community council.

5. Ask if anyone has questions about the process.

Activity #4: The "Question Formulation Technique"

(from rightquestion.org, developed by the Harvard University School of Education)

Supplies: Post the "Question Focus" which is the quote on the following page. Pre-assign small groups of two to three participants each. Share large sheets of paper and markers with each small group.

Time: 15 minutes

Directions: This process is designed to help participants produce their own open-ended questions about responsible consumption and production.

1. Divide participants into groups of two-three participants.

2. Prepare the group for some upcoming vocabulary by asking what is the difference between a developing versus developed country? Also ask what is meant by a "carbon footprint"? What does "per capita" (=per person) mean?

3. Tell the groups that the goal is to generate as many questions as possible about the quote and write the questions on their papers. Be sure to have one person document the questions on paper.

> # "For all types of materials, developed countries have at least double the per capita footprint of developing countries. In particular, the material footprint for fossil fuels is more than four times higher."
>
> **~ Sustainable Development Goals Report, 2018**

3. In the next 10 minutes (this activity moves quickly!), the small groups' tasks are to:

- Assign a scribe, who will take notes of the group's questions on paper. They will be reporting out to the larger group.

- Ask as many questions as they can about the statement in the time allowed. (For example, maybe participants want to know: What are the fossil fuels most commonly used in developing materials? Why would developed countries have more impact on this issue? How do you measure a "material footprint"? etc.)

- Do not stop to discuss, judge, or answer any of the questions.

- Write down every question exactly as stated.

- Review notes and change any statements into questions.

4. Then explain the difference between a **closed question** — one that can be answered with a single word — and an **open question**, and have the participants **code their questions** with either "C" or "O". For all the closed questions, have them rephrase as open questions.

5. Finally, have the groups choose their top three best open questions.

Note: you may prefer to use a different quote. Any quote that has enough dimensions to it that participants will be able to generate a series of questions is a good quote for this activity.

Activity #5: Exit Ticket: Choosing an Issue
Supplies: scrap paper and writing utensil
Time: 5 minutes

Directions: Have participants think back over the questions people shared in the previous activity and choose one that they would like to explore further. Have them write that question down on their exit tickets -- including their names -- and hand in to the facilitator before they leave the session.

Service-Learning Cycle: The Youth Experience

SUSTAINABLE DEVELOPMENT GOALS

1 NO POVERTY

2 ZERO HUNGER

3 GOOD HEALTH AND WELL-BEING

4 QUALITY EDUCATION

5 GENDER EQUALITY

6 CLEAN WATER AND SANITATION

7 AFFORDABLE AND CLEAN ENERGY

8 DECENT WORK AND ECONOMIC GROWTH

9 INDUSTRY, INNOVATION AND INFRASTRUCTURE

10 REDUCED INEQUALITIES

11 SUSTAINABLE CITIES AND COMMUNITIES

12 RESPONSIBLE CONSUMPTION AND PRODUCTION

13 CLIMATE ACTION

14 LIFE BELOW WATER

15 LIFE ON LAND

16 PEACE, JUSTICE AND STRONG INSTITUTIONS

17 PARTNERSHIPS FOR THE GOALS

DIGGING DEEPER
(INVESTIGATION)

Activity #1: The Lazy Person's Guide to Responsible Consumption

Supplies: Space to sit in circle

Time: 10 minutes

Directions:

1. Tell the group that they are going to brainstorm things they can do from their computers or homes to take a small step to improving their consumption habits.

2. Start the group off by volunteering a step or two, such as turning off lights to conserve electricity or moving to paperless bank statements. Continue around the group until everyone has contributed. If someone is stuck, have others help.

Reflection: How does this affect your thinking about production and consumption?

Activity #2: Connecting Questions to Community Needs

Supplies: Exit tickets from previous session, noting their questions. Access to the internet. Newslea,

, and all may be helpful to this stage of the service-learning process: Investigation. Share the Pre-Service "INVESTIGATION" hand-out with participants (at the end of this chapter).

Time: 15 minutes

Directions:

1. Based on the previous session's exit tickets, ""Choosing an Issue" (pg. 28) divide participants into groups based on their chosen issues. It is ideal to have 2-4 in each group.

2. Share the Pre-Service "INVESTIGATION" hand-out with participants.

3. Give them instructions on what they need to accomplish in 10 minutes: Have them list their central question and topic in the left-hand column. Then have them identify at least two community needs related to their question on responsible consumption and production.

4. Bring the small groups back to the larger group to share the need areas they've identified.

Activity #3: Community Need Partner/Resource Brainstorm

Supplies: copies of Potential Partners and Resources Diagram on page 34.

Time: 20 minutes

Directions:

1. Send participants to their small groups.

2. Have them use the Partner/Resource Diagram to encourage partnership ideas.

3. Then have participants brainstorm possible resources (e.g. parents, community agencies, government/elected officials, etc.) who could provide further information on the community needs they identified related to their question.

4. Bring participants back to large group to share the resources they have identified.

Activity #4: Virtual Gallery Walk/Exit Idea

Supplies: Partner Diagrams

Time: 10 minutes

Directions:

1. Have participants post their diagrams, then do a Gallery Walk (visiting each diagram) to review the resource ideas other groups have listed.

2. Ask that everyone add at least one NEW idea for a resource, based on what they have read on the other groups' lists.

Pre-Service Investigation on _____ (Community Issue)

Central Question/Issue	Related Community Needs	Possible Resource Agency	Possible Resource Person
	(for example) Composting...	Name: Email: Phone:	Name: Email: Phone:
	(for example) School policy change...	Name Email: Phone:	Name: Email: Phone:
	...	Name: Email: Phone:	Name: Email: Phone:
3 Questions for Resource People:	Question #2: (Record answer on back)	Question #2: (Record answer on back)	Question #3: (Record answer on back.)

Potential Resources and Partners

The community need map below shows examples of resources your community may have, and the kinds of support they may be able to offer.

Community Agencies: (sites, training, advocacy)

Gov't/Elected Officials: (policy, allies, venues)

Businesses: (donations, ads, PR)

Parents: (chaperones, speakers, fundraising, transportation, expertise)

Law Enforcement: (data, allies, experts)

Community Need

Teachers: (other young people, content support)

Colleges/Universities: (volunteers, speakers)

Media: (PR, PSAs)

Health Care: (data, experts, speakers, venues)
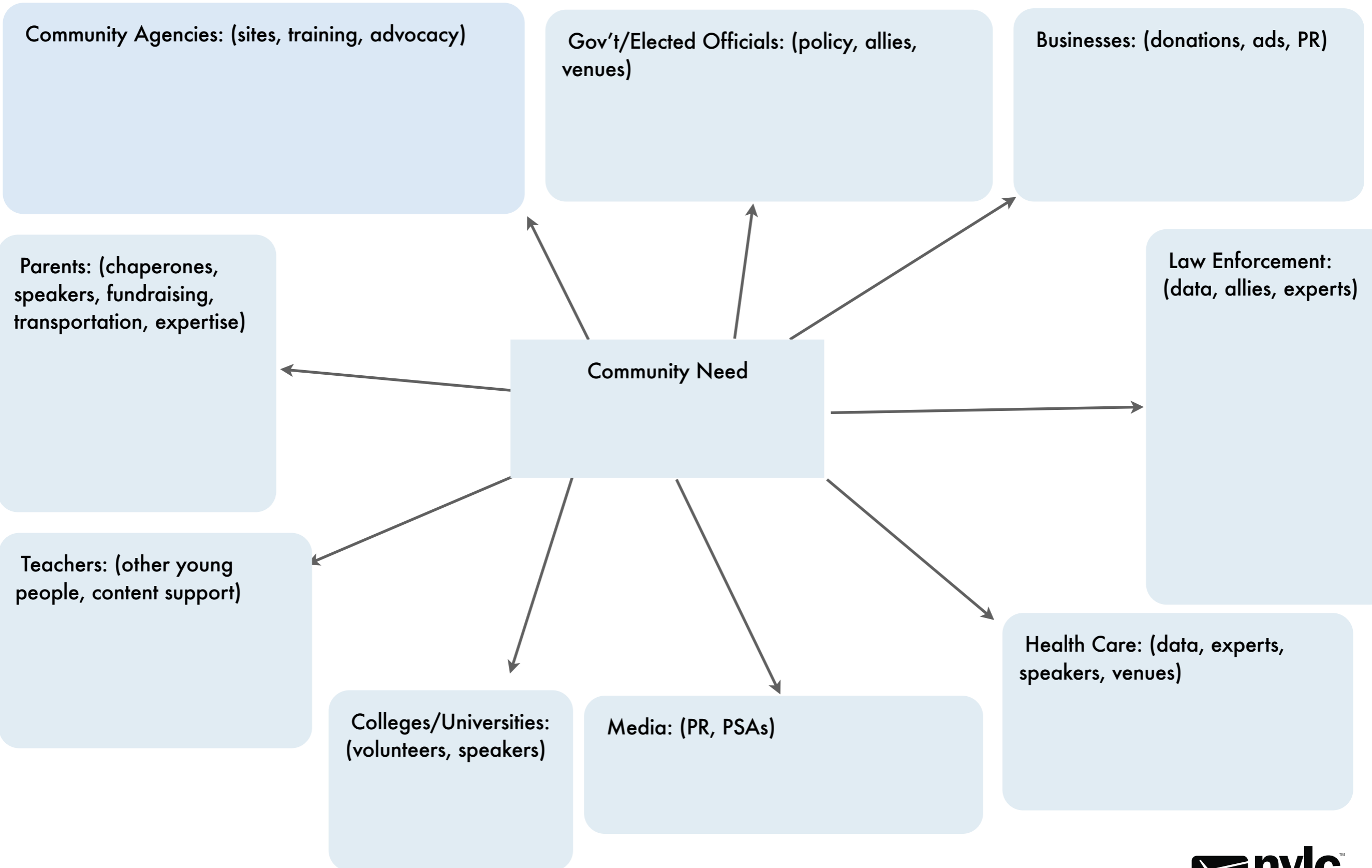
SOCIAL & EMOTIONAL LEARNING

Participants will:
Know how to contact primary sources.
*(SEL Skills: **Social Awareness** and **Relationship Skills**)*

COLLEGE, CAREER & CIVIC LIFE (C3)

Participants will:
• Dimension 1: Develop questions and plan inquiries.
• Dimension 2: Apply civics tools and concepts.
• Dimension 3: Gather and evaluate sources.

Time

60 minutes

CONTACTING COMMUNITY RESOURCES

## Activity #1: Worse Case Scenario Energizer

Supplies: Space to stand in a group.

Time: 15 minutes

Directions:

1. Have everyone take a moment to think of some form of IRRESPONSIBLE consumption they've seen or done. Maybe they've driven somewhere they could have easily walked to. Maybe they've left on a computer overnight. Maybe they've bought fast and cheap fashion, then not worn it.

2. Start the group off by talking about a personal experience. For example, you may have had a chocolate bar that wasn't "fair trade"-produced. Then have the next person think of the "worst case scenario" if that phenomenon goes unchecked.

   For example, in this case, a worst case scenario might be that West African children, who are behind the majority of the harvest of cacao, don't get to go to school. Encourage people NOT to
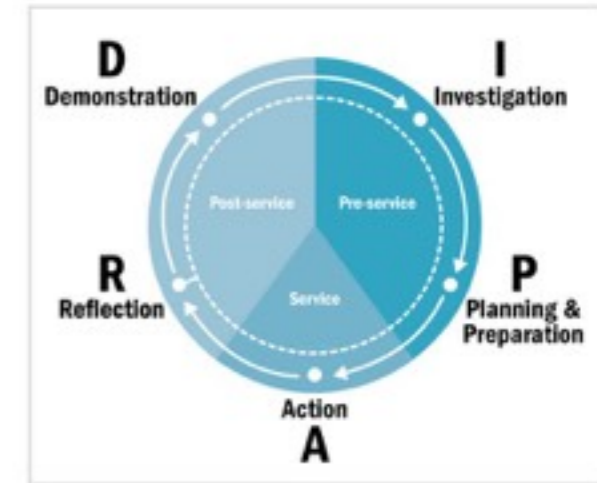
repeat a phenomenon, if possible. Proceed around the group until everyone has had a chance to mention something they've witnessed or done AND been able to share a "worst case scenario."

Reflection: Ask: Did you hear any new phenomena? Where could you go to learn more? How might you address any of these concerns with an action?

Activity #2: Planning for Resource Outreach

Supplies: Copies of Partner/Resource Sheets included at the end of the chapter; access to smartphone or computer.

Time: 15 minutes

Directions:

1. Have participants gather in the question groups developed at the end of session four. Ensure that at least one participant has a smart phone.

2. Make sure that they have their Pre-Service Investigation sheets handy.

3. Have participants develop/revise their top three open-ended questions (that cannot be answered by a single word or short phrase) for their resources on the community need.

4. Make sure that each group member has at least one person or organization to contact on the community need -- and has three questions to pose. Have them write the questions at the bottom of the sheet and take notes on the answers on the back.

5. Have participants use their smartphones or computers to identify their resources' phone numbers and emails. If participants don't have phones, help them by looking up numbers on any available device.

Check in with all groups and help them identify good prospects. Ensure that all have access to phone numbers, websites, or emails for their sources. Also ensure that they are contacting different prospects as it's difficult for one or two sources to be the main contact for multiple groups.

Activity #3: Role Play Contacting Community Sources

Supplies: Partner/Resource Sheets, and access to smartphones or computers. (Use the adult's device if participants don't have access.)

Time: 15 minutes

Directions:

1. Share that the next step is to do the research and outreach to the resources listed — whether identified individuals or organizations. The goal of this activity is to conduct the community investigation necessary to arrive at service-learning project ideas that match the community's needs regarding responsible consumption and production.

2. Make sure that all know the importance of:
    * Introducing themselves and the out-of-school/afterschool group they are with.
    * Asking if the person has 5-10 minutes to talk.

- Explaining that they are doing research on community needs related to consumption and production, and that they have been identified as a knowledgeable source.
- Stating their question clearly.
- Taking notes during or immediately after the call.
- Asking logical follow-up questions.
- Thanking the person for their time.

3. Have them fill in notes for their phone script on the hand-out.

4. As a large group, ask for two volunteers to model this interaction for the group.

5. Have each person practice with their group members.

Activity #4: Community Outreach

Supplies: Partner/Resource Sheets and access to smartphones or computers (or use the device of the adult facilitator or main office)

Time: 10 minutes

Directions:

1. Ensure that everyone has at least one identified contact.

2. Ask if anyone has questions and then provide approximately 20 minutes for all to reach out to their identified community contacts.

3. For those who can't directly reach their contacts, they should conduct further online research and draft emails (on scrap paper) for the facilitator's review before they are sent to the contacts.

4. Have participants contact their resources, introducing themselves, their task, and asking the questions they developed. From the information they collect, participants will develop project ideas.

5. The groups' task at the next session will be to develop those project ideas and choose which project is/are most viable to implement.

Activity #5: Exit Ticket/Reflection

Supplies: Scrap paper and writing utensil.

Time: 5 minutes

Directions: Ask participants to share one new thing they learned about their community's needs from their source or from a peer.

Pre-Service Investigation on _____ (Community Issue)

Central Question/Issue	Related Community Needs	Possible Resource Agency	Possible Resource Person
	Homework help...	Name: Email: Phone:	Name: Email: Phone:
	School policy change...	Name: Email: Phone:	Name: Email: Phone:
	...	Name: Email: Phone:	Name: Email: Phone:
		Name: Email: Phone:	Name: Email: Phone:
		Name: Email: Phone:	Name: Email: Phone:
3 Questions for Resource People:	Question #1: (Record answer on back.)	Question #2: (Record answer on back)	Question #3: (Record answer on back.)

Script for Community Resource Calls/Emails

Hello, my name is ..... and I'm calling from .... (program name)_____

I'm wondering if you might have 5-10 minutes to help me answer a question about your work?

We are doing research on community needs related to _____, and you have been identified as a good source.

My question is:.....

That makes me wonder.....

THANK YOU so much for your time! It will help inform what we do in the community.

SOCIAL & EMOTIONAL LEARNING

Participants will:

1. Understand how to develop a viable community project, based on community needs. *(Responsible Decision-Making)*

2. Understand the process for determining which project is most viable, using criteria to make decisions. *(Responsible Decision-Making)*

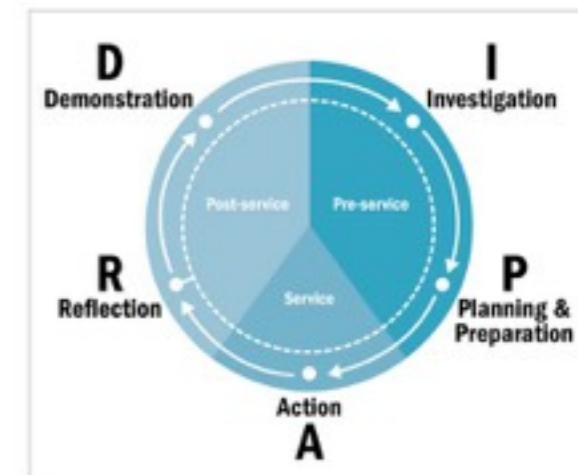## COLLEGE, CAREER & CIVIC LIFE (C3)

Participants will:
• Dimension 1: Develop questions and plan inquiries.
• Dimension 2: Apply civics tools and concepts.
• Dimension 3: Gather and evaluate sources.

Time

60 minutes

SESSION 7

INTERPRETING COMMUNITY NEEDS
(PLANNING AND PREPARING)

Activity #1: Cultivating Critical Friends

Supplies: Participants should have their community resource sheets and their notes from outreach.

Time: 15 minutes

Directions:

1. Have participants get into their question groups and develop 1-2 project ideas from the community needs they investigated with the community resources in the previous session.

   (For example, maybe they were trying to figure out how to minimize food waste from local restaurants. They spoke with a restaurant-owner who wanted to identify a food shelf that could use fresh leftover produce. So their project is to research how many local restaurants are in similar positions, and figure out ways fresh produce can be collected and redistributed in a timely fashion.)

2. Have each participant share the top two to three pieces of information they learned from the previous sessions' investigation and their resulting project ideas.

3. As a large group, discuss whether there are **emerging trends** in the ideas shared, so that similar project ideas can be grouped.

Note that the final number of projects -- whether one or several -- is up to the facilitator. In a first service-learning experience, it can be best to manage just one or two.

Activity #2: Determining Criteria for Project Selection

Supplies: Notes from phone calls/emails/websites; Fist-to-Five Forms copied for all.

Time: 15 minutes

1. Group participants with similar project ideas together (gathered in the last activity) into small groups, aiming to have not more than three members in each. It's fine if the project groups remain the same as the question groups.

2. Tell participants that they are going to further research and refine their ideas before presenting their ideas to the larger group. The large group will determine which project is most viable.

3. In order to do this, have the large group brainstorm at least three criteria on which the project ideas will be assessed. (See Directions Sheet included at end of session.) Typical criteria include: Will the project require additional funding? Is it realistic in the timeframe? Will there be roles for everyone?

4. After the small groups have refined their ideas, bring all groups back together to share the directions for the next activity.

Activity #3: Preparing to Present Project Ideas

Supplies: Notes from phone calls/emails/websites; Fist-to-Five Forms; access to smart phones and/or computers.

Time: 20 minutes

1. Ensure that all participants have at least one group member with a smart phone.

2. Have participants prepare to present their ideas in 1-3 mins. based on the groups' criteria for decision-making and the resources they have found on their issue. In other words, they will be trying to make a persuasive case for their project idea being viable, based on what they learned in their research. How they present their idea is up to the group.

3. This is a good opportunity to remind them to remember the results of the Leadership Compass activity. Everyone should have a role in the presentation of their idea, which will happen at the next session.

4. Bring small groups back together for the final reflection.

Activity #4: Reflection on Group Norms

Supplies: Group Norms from Session Two

Time: 10 minutes

1. Have participants review the group norms and reflect on one where they think the group could improve.

2. Have them note which need work and offer a suggestion, sharing with the facilitator only. Save these suggestions for the next session.

Fist to Five is a quick way to move from issues and needs to projects and to assess their viability. The process helps build consensus, since literally every vote counts, and the count is visible.

Step 1: **List the Issues/Needs:** List the community needs that you identified from your needs assessment down the left side of your chart.

Step 2: **Establish Your Criteria:** Across the top row of your chart list three criteria that you will use to rate the viability or feasibility of addressing each need. The criteria that you select should be conditions that you believe are necessary to carry out a successful service-learning project.
    For example:

- Perhaps outside funding would be required to establish a recycling program, so funding would become one of your criteria.

- Maybe the timeframe for achieving the goal is longer than the time allowed, so timeframe becomes one of your criteria.

- Maybe the school administrator is worried about whether class time should be used if the project doesn't address a state or national standard.

Step 3: **Rate Your Needs, according to the criteria you established:** Once the criteria are established, everyone (including the facilitator) will vote with a 0-5 (fist to five) hand score: 5 fingers being the strongest positive vote and closed fist being a 0. Rate each need according to each of the three criteria. Take the average score of the group's responses for each criterion.

Step 4: **Average the Scores:** Once each need has been rated according to each criterion, take the average score for each need by adding the three scores across and dividing by three and list the scores in the last column. The need with the highest average indicates the need that is most viable or realistic to address for your service-learning project.

Community Need	Criterion #1:	Criterion #2:	Criterion #3:	Average	
	timeframe	extra $$ needed	fun!		
reduce traffic accidents	4	0	3	2.3	
access to fresh foods	5	3	3	3	

FROM DATA TO DECISIONS
(PLANNING AND PREPARING)

Activity #1: Norm Reminder Energizer

Supplies: Exit tickets from previous session

Time: 10 minutes

Directions:

1. Have exit tickets from previous session.

2. Read aloud the suggestion on group norm improvement. The person who wrote that suggestion can further explain.

3. Read the next suggestion, until all have been shared and authors had the chance to further clarify.

4. Ask if all can recommit to the Group Norms and related behaviors.

Activity #2 Project Idea Presentations

If the group has already reached consensus on its idea, skip this chapter and go to page 45.)

Supplies: Notes from previous session on Criteria-Based Decision Making. Participants grouped together will present project ideas.

Time: approximately 30 minutes, depending on the size of the group.

Directions:

1. Remind the group of the criteria for decision-making they established the previous time.

2. Give groups five minutes in small groups to get organized for their presentations. Remind them that their job is to persuade the others that their project is viable, based on the criteria all agreed to the previous session.

3. Have groups present, allowing 1-3 minutes for the presentation and up to five minutes for Q and A (= 6-8 mins./group)

> *For reasons of time and management, it is best if there are 3-5 presentations from which the whole group will choose to do a single project.*

Activity #3: Project Selection

Supplies: Fist-to-Five Criteria-Based Decision-Making Form; white board or butcher paper with 4x4 table on it for the number tallies.

Time: 15 minutes

Directions:

1. Ask for one-two participants to help with this process: one to estimate averages from fingers raised for each project and one to record numbers. (Note: These helpers also should vote.)

2. List the projects in the left-hand column. (It is easiest if there are between 3-5).

3. For each project, call out each criteria, and have participants raise their hands to vote on the strength of the criteria, with a fist representing 0 points, to five fingers representing a total of five points.

4. Have the person tallying scan the participants. It's easy to get a quick sense of whether the average is a whole or half (e.g. 3.5) number.

5. Record that number under the corresponding criterion, and progress to the next two. Once done, average the three columns, then go through the same process with the remaining projects.

Activity #4: Final Reflection

Supplies: None.

Time: 5 minutes

Directions: Ask group to vote with fist-to-five fingers to represent how fair they felt this process was (fist= unfair; 5 fingers= fair). Discuss their reasoning.

OUTCOMES

SOCIAL & EMOTIONAL LEARNING

Participants will:
  Understand their role in the responsible production and consumption project. (**Self-Awareness** and **Relationship Skills**)

COLLEGE, CAREER & CIVIC LIFE (C3)

Participants will:
• Dimension 2: Apply civics tools and concepts.
• Dimension 3: Gather and evaluate sources.
• Dimension 4: Communicate conclusions.

Time

60 minutes

ACTION-PLANNING (PLANNING & PREPARING)

Activity #1: Norms Drawing

Supplies: Group Norms from Session Two. Participants need scratch paper and a marker.

Time: 10 minutes

Directions:

1. Give everyone a norm.

2. Give participants two minutes to figure out how they can draw their norm.

3. Have each participants share while others guess their norms.

Reflection: After guessing the norms, ask if there are any norms that the group feels are difficult to maintain and what might be done to improve behaviors?

Activity #2: Getting S.M.A.R.T. as a Team

Materials: copies of Overview of S.M.A.R.T. Goals; Action Planning Form.

Time: 20 minutes

Directions:

1. Share with participants the S.M.A.R.T. Overview form, and ask if anyone has prior experience with creating S.M.A.R.T. goals? (If several do, involve them as coaches during this session.)

2. Note what each part of the acronym stands for, and read the two examples, asking that the group identify the elements that make them S.M.A.R.T. (e.g. goals that are specific, measurable, attainable, relevant, and time-bound.)

3. As a large group, develop a team S.M.A.R.T. goal for the project, ensuring that the goal is specific enough to be "smart". (For example, contacting an agency for a donation by a specific date.)

4. Then, share the Action Plan. Have the whole group brainstorm the individual steps required to achieve that goal. Have everyone write those steps on their individual Action Plans.

5. Review the steps and see how many people are needed for each step. Write the names of those people who are interested/able to execute each step.

6. Ensure that everyone has a role. For those who don't, brainstorm how the team will document the work getting done. These can be additional roles, expressed as S.M.A.R.T. goals.

7. Use roles such as attendance-taker, photographer, reflection leader for the remaining participants who didn't have previously identified roles. Ensure that youth participants are in leadership roles, and that the adult facilitator is in a supporting role.

Activity #3: Getting S.M.A.R.T. as Individuals

Supplies: Action Planning Form.

Time: 20 minutes

Directions:

1. Have students work individually on developing a S.M.A.R.T. goal related to their project role.

2. Then have them pair up and share their goals with one other person. Have them check to see that both goals meet the criteria for being S.M.A.R.T.

3. Bring everyone back together and have them share their S.M.A.R.T. goals aloud, while the facilitator documents them on the group Action Planning Sheet.Activity

Activity #4: Large Group Q/A Reflection

Supplies: None.

Time: 10 minutes

Directions:

1. Ask if anyone has questions about their specific roles.

2. Use remaining time to solidify plans for action, which will be the focus of the next session.

S.M.A.R.T. Goals Overview

Setting goals and splitting up responsibilities are important parts of planning any successful project. Goals help you organize your time, monitor your progress, keep you on track, and successfully make an impact with your service-learning project. SMART goals help to identify the most important aspects of a service-learning project, as well as to develop a monitoring plan for achieving success.

☐ **Specific**

Include details about what you will personally do and how you will do it. How will you make your project clear to people who are not on your team?

☐ **Measurable**

How will you know if you've accomplished your goal or not? Can your results be measured by a quantity? Include a quantity about how many, how much, etc.

☐ **Attainable/Achievable/Appropriate**

Is this possible to achieve in one day? Does everyone involved agree that the goal is achievable and appropriate to the project?

☐ **Relevant**

How does the action you're going to do today relate to what your group aims to do?

☐**Time-bound**

This service-learning project will be completed in one day, so you can add "by the end of today's service-learning project" at the beginning or the end of your SMART goal.

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

Example of Individual S.M.A.R.T. Goal:

By the <u>end of today's</u> service-learning projects, I will <u>interview and photograph</u> <u>three members</u> of <u>my school community</u> for my group's "Humans of..." blog to help my school community become more peaceful.

| time-bound | specific | measurable/attainable | relevant |

Participant Name:

Community Need:

Project Description:

S.M.A.R.T. Goals	Person/People Responsible	Deadline	Progress (check and date when done)

Reflection Questions:

Are youths and adults working together, sharing expertise? Do skills match responsibilities?

How will this information be shared?

What are some root causes behind this community need?

OUTCOMES

SOCIAL & EMOTIONAL LEARNING

Participants will:
1. Achieve their individual S.M.A.R.T. goals.
2. Understand the power and challenges of taking community action. *(Self-Awareness, Self-Management, and Responsible Decision-Making)*

COLLEGE, CAREER & CIVIC LIFE (C3)

Participants will:
- •Dimension 2: Apply civics tools and concepts.
- •Dimension 4: Communicate conclusions and take informed action.

Time

60 minutes

TAKING ACTION

Activity #1: Taking Action

**Supplies:** Smart phones for photos; notebooks; other supplies related to action.

Time: 55 minutes

Directions:

 Note that the action phase may take 1-3 sessions, and -- of course -- can run even longer depending on the time available.

1. Ensure that all participants remember their S.M.A.R.T. goals. (For anyone filling the role of a data collector, make sure that they know what they are counting -- what is quantifiable -- in the action.)

2. Ensure that all have necessary information and/or supplies for completing the project.

3. Address any last-minute concerns. As participants take action, remind them to think about the possible root causes of the need they are addressing, and whether their action will address the root cause. (Root causes underly the presenting problems. For example, the root cause of food waste may be lack of communication between restaurants and food
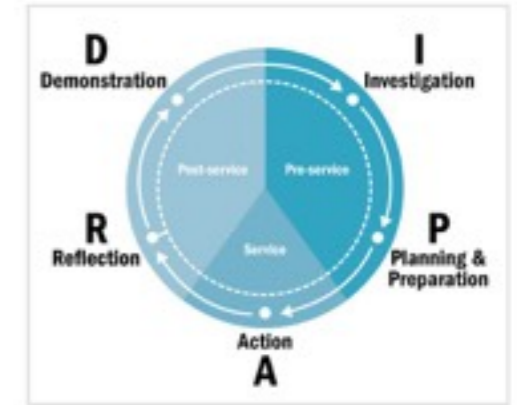
shelves. The greater goal is to address the root cause, particularly if participants have time to take on another service-learning project, after completion of this one.)

4. Ensure that all are prepared to introduce themselves and state the point of their service.

5. Ensure that all are reminded to thank any service supporters or recipients for their time.

Directions: As a large group, ask participants to think of an object that might represent their experience for reflection during the next session.

Activity #2 : Reflection on Service Action

Supplies: None.

Time: 5 minutes

Directions: As a large group, ask participants:

• What did you notice, hear, see?

• How is what you observed similar to or different from your previous assumptions?

• Did anything surprise you?

Activity #3: Exit Thought

Supplies: None.

Time: 2 minutes

Participants will:

1. Understand the impact of their service.
2. Gain new understandings of the root cause that created the need they addressed. (**Responsible Decision-Making**)

COLLEGE, CAREER & CIVIC LIFE (C3)

Participants will:
- Dimension 2: Apply civics tools and concepts.
- Dimension 4: Communicate conclusions.

Time

60 minutes

SESSION 11

REFLECTING ON ACTION

Activity #1: Chalk Talk

**Supplies:** large sheets of butcher paper, posted -- and markers for all.

Time: 20 minutes

Directions: *(Adapted from the School Reform Initiative.)*

1. Write a question related to the project inside a circle on a white board. For example, you might want to ask: "What difference do you think we made in the project?" or "What did you learn about the roots of the need for the project?"

2. Tell participants that Chalk Talk is a silent activity.

3. Participants add their own ideas to the Chalk Talk – words or pictures – as they like.

4. They can also comment on each other's words and pictures, drawing lines or circles to connect ideas.

5. After about 10 minutes, have participants wrap up their last thoughts/drawings.

6. Then, ask participants:
   · What do you notice about what we wrote?
   · What new ideas came up for you?
   · What do you wonder about now?

Activity #2: Individual Reflections

Supplies: full sheets of paper, writing utensils.
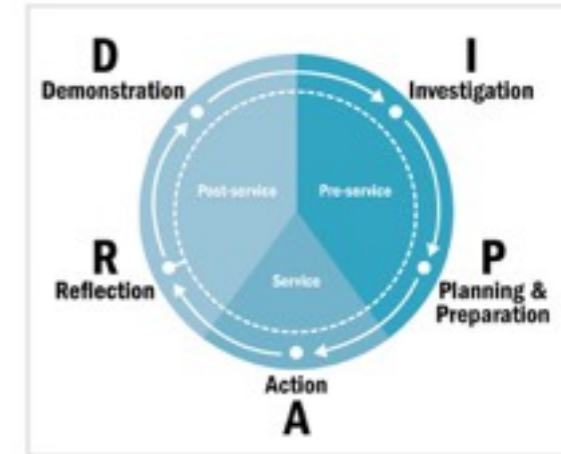
Time: 15 minutes

Directions:

1. Ask participants to think about the people they encountered during their service, even if it was just others in the group (in the case of indirect service). Have them write down the actions or words that are most memorable to them from the experience.

2. Ask them: "What did you learn from the people you worked with? What do you think they learned from you?"

3. Finally, ask how you think the project affected the community, and have participants explain their position.

Activity #3: Object Reflection

Supplies: objects that represent experience.

Time: 25 minutes

Directions:

1. Have participants share objects that represent their experience. (They can be as simple as pen, paper, a key, or an artifact from the project.)

2. Start the reflection session, saying that you would like everyone to share their object and an explanation of how it represents their take-away understandings from the project. Begin with your own reflections.

3. After each person shares, ask if there are follow-up questions.

4. End the session with two questions:

   • How did the group impact SDG #12, "Responsible Consumption and Production?

   • If you could spend a year on this project, what would you do?

Participants will:

1. Understand the importance of creating awareness on responsible consumption and production.
2. Increase their understanding of their impact via feedback.
3. Understand the importance of sharing knowledge and impact. *(Relationship Skills and Responsible Decision-Making)*

COLLEGE, CAREER & CIVIC LIFE (C3)

Participants will:
- Dimension 1: Develop questions and plan inquiries.
- Dimension 2: Apply civics tools and concepts.
- Dimension 3: Gather and evaluate sources.

## Time

60 minutes

PLANNING A PRESENTATION (DEMONSTRATION)

Activity #1: My Partner Who…Energizer

Supplies: Space to stand in a circle.

Time: 10 minutes

Directions:

1. Tell participants that this is further reflection on the community partners in the project, the resources they originally called, looked up, or emailed or those who helped execute the project. The facilitator comes up with a statement about the partners/resources. Those for whom this statement is true switch places in the circle.
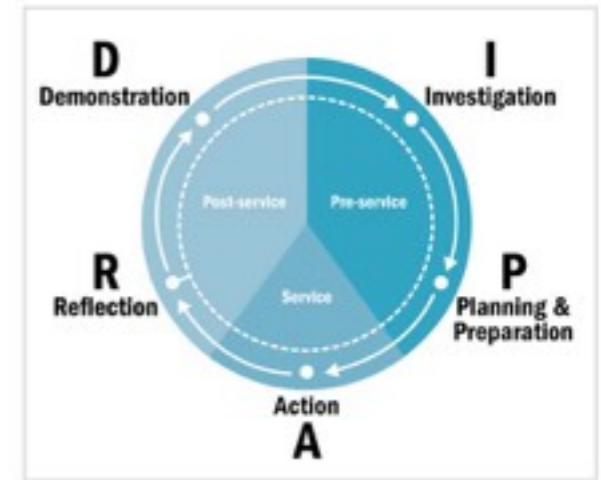
2. As the first facilitator, say something like, "All those who found partners who were helpful!" Ideally, this will get everyone moving (including the facilitator). Once those for whom the statement was true have found a vacant location in the circle, the last person to find one comes up with a new statement, something like: "All those who had partners who could be reached on the first day!" or "All those whose partners who could offer information to you." Continue until everyone has come up with a prompting phrase.

3. Reflect on the game, asking: "What were you reminded of?" "Do you find yourself remembering new things about the project and its partners?"

Activity #2: Brainstorming a Presentation

Supplies: Partner Sheets; Group Norms from Session Two, posted.

Time: 30 minutes

Directions:

1. Share the partner sheets.

2. Ask the group to think of WHO, on the list, should hear about the results of the project. Ask them who else should be included?

3. Ask the participants why this step is important? (Creates greater community interest; serves as an awareness-raiser of the problem; can produce deeper partnerships).

4. Develop a list of WHO participants think should be invited to the demonstration of their project, then discuss WHAT would be effective as a way to share the information. Consider using one of the demonstration platforms listed on the previous page in the tan column.

5. Determine whether the demonstration should be held at a specific time or if it should be asynchronous.

Activity #3: Action-Planning and Developing S.M.A.R.T. Goals

Supplies: Planning Sheet (attached at end of session).

For a quick review of S.M.A.R.T. goals development, see pages 46-47.

Time: 10 minutes

Directions:

1. Develop an action plan for demonstrating what was learned from the action taken: time for explaining the United Nations Sustainable Development Goals, securing the space, creating the invitations, issuing the invitations (in person, on social media, etc.), and planning for the presentation.

2. Ask WHO in the group of participants will do what? Solicit participants for all aspects of the event, from behind-the-scenes work to public speaking -- if, for example, the group wants to offer a service celebration or fair. Once everyone has a role, help problem-solve.

3. Ensure that young people are leading the effort and that they have a way to contact each other.

4. Ensure that necessary technology is available and working.

5. Ensure that explaining the Sustainable Development Goals is a part of the plan.

6. Ensure that the Action Plan features S.M.A.R.T. goals -- goals that are specific, measurable, action-oriented, realistic, and time-bound. Such a goal might be: "Two youth participants will develop a list of invitees by X date."

Action Plan for Presentation

Project Description + Date of Event (if a synchronous event):

United Nations Sustainable Development Goal Addressed:

S.M.A.R.T. Goal	Who	Supplies Needed	Due Date	Status

OUTCOMES

SOCIAL & EMOTIONAL LEARNING

Participants will:

1. Understand how to plan a public event.
2. Understand the value of community involvement.
   (Social Awareness and Relationship Skills)

COLLEGE, CAREER & CIVIC LIFE (C3)

Participants will:
• Dimension 2: Apply civics tools and concepts.
• Dimension 4: Communicate conclusions and take informed action.

Time

60 minutes

SESSION 13

HOLDING A SPECIAL EVENT (DEMONSTRATION)

Activity #1: Special Event Set-Up

Supplies: Space for "public" gathering.

Time: 15 minutes

Directions:

1. Ensure that all participants know their roles (hosts, question-posers, respondents, etc.).

2. Ensure that necessary technology is set up and working, and that the United Nations' Sustainable Development Goals list will be shared.

3. Ensure that someone is monitoring the invitation list for whether all expected attendees have joined.

4. Ensure that artifacts from the climate action project are available and/or in the hands of presenters.
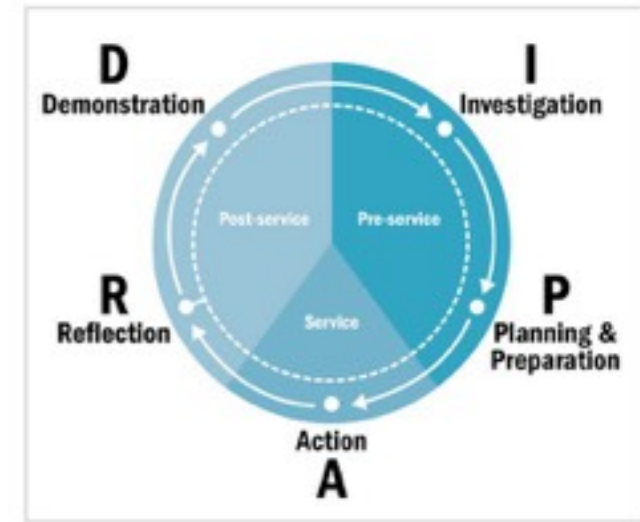
Activity 2: Explaining the Action

Supplies: Anything to be used in demonstration.

Time: 35 minutes

Sample Agenda for Event:

1. Youth participant welcomes attendees and thanks partners in project.

2. Other youth participants explain how the need for the project was identified and what the action was.

3. Others describe what they learned and the impact of the project (and how they assessed their impact).

4. Others ask/address audience questions.

5. Youth participants ask for ideas about next steps and ask that anyone interested note their interest in the CHAT.

6. All thank attendees for coming.

Activity #3: Reflection on Future Actions

Supplies: online platform.

Time: 10 minutes

Directions:

1. Ask if any ideas they heard from the audience stuck with them.

2. Ask what they would do with more time for this project. (See page 58 for more ideas.)

3. Ask what the participants learned about the issue of responsible consumption and production.

4. Thank everyone for participating and for taking action on behalf of increases in responsible consumption and production!

ADDITIONAL RESOURCES

- **National Youth Leadership Council:** Many more resources supporting service-learning in- and out-of-school are available, in addition to access to free webinars and special events. Become a member and check out the *Engage* series of three handbooks, specific to service-learning in afterschool time. **https://www.nylc.org**/

- **Teach SDGs:** This organization helps educators become certified to teach the United Nation's Sustainable Development Goals and supports those who offer free resources to do so. **http://www.teachsdgs.org**/

- **Worlds Largest Lesson:** A project of UNICEF and a broad range of partners, this website offers K-12 lesson plans rooted in the United Nation's 17 Sustainable Development Goals. **https://worldslargestlesson.globalgoals.org**/

Resources on Responsible Consumption and Production
Earthships
- **Website** that explains "biotecture" and six essential things humans need for survival that the Earthships incorporate.
- **Longer Explanatory Video (@ 40 mins.)** Good context in first 5 mins. **"Earthships: Self-Sustaining Homes for a Post-Acapolyptic Land"** Spells out the and the ways that water is re-used four times in this desert landscape.

Fast Fashion
- **Video:** "**The True Cost of Fast Fashion**." Full documentary (at 1.5 hrs.)
- **Video:** Video from *The Economist* (@ 6.5 mins.) Fast fashion is the "fastest-growing category of waste in the world." Video features "Rent the Runway" also Patagonia's "anti-fashion" approach.
- **Video:** "I Broke Up with Fast Fashion and You Should Too" TedX talk by Gabriella Smith (@ 9 mins.)
- **Article** from *The Guardian*: "**Child Labor in the Fashion Supply Chain**"

Chocolate (Cocoa)
- **Article/Infographic** from Visual Capitalist: "**Chocolate: A Bittersweet Supply Chain**"
- **Introductory Article** from the *Washington Post*: "**Much of the World's Chocolate Supply Relies on More Than One Million Child Workers**"
- **Interactive Article** from the *Washington Post*: "**Cocoa's Child Laborers**"

Plastics
- **Podcast** from Minnesota Public Radio: "**Plastic Recycling Lab Creates Plastic Lumber and Tin Soldiers**." (about 4 mins.)
- **Video:** "**Bye, Bye Plastic Bags**" (about 11 mins.) TedTalk by two teen girls on ridding Bali of plastic bags. Great service-learning example!