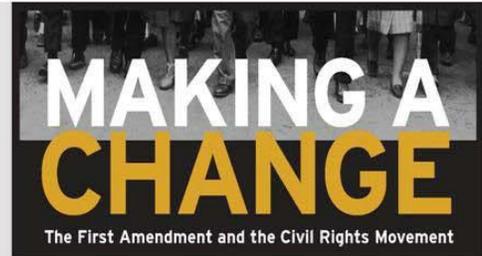


Stories of Change: Documenting Your Community Impact



Rationale/Main Concept:

Help your students make the most of their class service learning project by creating multimedia projects to share the story of their project and its impact in the community. This record of their efforts can be shared with other students in your school, your community and across the nation using the Digital Classroom's online Glogster tool. This lesson includes reflection and planning activities that highlight journalists' best practices. In the end, students will improve their communication and project implementation skills for making a change in their communities.

Essential Questions:

- What makes a news story interesting and/or effective?
- What do I want others to know about the work our class has completed and why?
- Why is it important to document these efforts?

Objectives — Through this lesson, students will be able to:

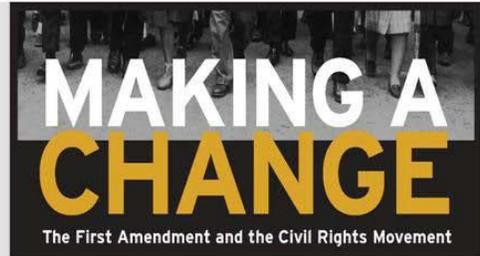
- Explain the do's and don'ts of effective journalism and apply these practices to their own work.
- Choose appropriate tools and format to communicate the story of the implementation and impact of a class service learning project using a multimedia format.
- Analyze the successes and shortcomings of their service learning project.

Time: 30 minutes of class discussion, additional time to complete multimedia projects, 30 minutes of wrap-up discussion

Materials:

- Lesson plan
- Multimedia documentation of class service learning project, including journal entries, photographs, videos, etc.
- Access to the Internet for research, viewing the interactives and creating multimedia projects
- "Stories of Change" worksheet
- Note-taking materials

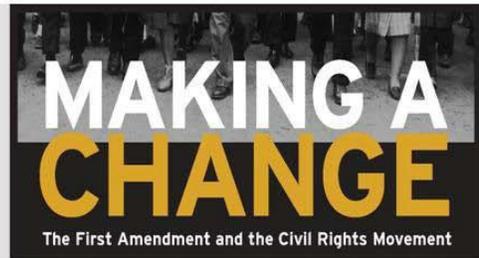
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Procedure:

1. Before completing this activity, students need to execute their class service learning project, as planned in Lesson 2.
 - a. If you are not able to or choose not to implement a class service learning project, you can carry out the rest of this lesson plan using an example of a civil rights project or protest from recent history.
2. While executing your project (or researching a project from recent history), document the process as thoroughly as possible. This may include student journal entries and using multimedia tools to interview participants, take photographs, videos, etc.
 - a. If you are researching an example from recent history, find multimedia sources that will illustrate your final report.
3. Before you have your students document their project, go back to the stories about local civil rights issues that you collected in Lesson 1. Give students a chance to browse these articles and select the ones they think are the best examples of good journalism — stories that grab their attention, are clear, interesting and otherwise appeal to them.
4. Looking at the students' selections, discuss how the content and layout choices reporters and publishers make affect readers' knowledge and interpretation of the events reported. Based on the evidence list the students brainstormed, ask them to generalize to create a class list of "do's and don'ts" of journalism that will inform their own projects. (Note: If students have completed the map interactive Lesson Plan 1, review their previously created list of practices and edit it based on their new experiences, knowledge and goals.) *Possible ideas: Do get multiple opinions/sides, don't let personal opinions or bias affect your reporting, use neutral adjectives to describe people, identify sources, etc.*
 - a. Note: For more on journalism do's and don'ts, refer to the map interactive Lesson Plan 1, "Reporting Then."
5. Review the list the students created and talk about how each of their do's and don'ts could apply to documenting the service learning project they have completed. *For example: Do: Get multiple opinions/sides. How will they make sure they present multiple perspectives? Don't: Plagiarize. How will they avoid plagiarism?*

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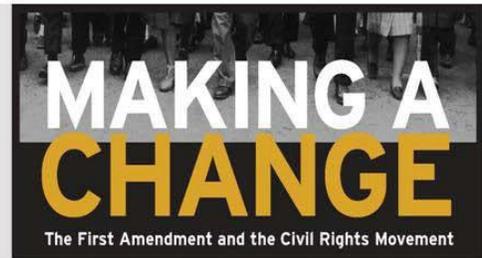


6. Divide your class into small groups. Each group will create a multimedia panel for the Digital Classroom's "Making a Change Today" online exhibit using the Glogster tool. Their page should tell the story of their class service learning project and its impact. Use the "Stories of Change" worksheet to guide the beginning of this process.
 - a. For more information on effectively documenting and sharing the impact of a class service learning project, consult the following resources:
 - i. National Service Knowledge Network
<https://www.nationalservicelearning.org/service-activities/service-learning>
 - ii. National Youth Leadership Council
<http://www.nylc.org/resources>
 - iii. Youth Service America
<http://www.ysa.org/resources>
 - iv. National Service-Learning Clearinghouse
<http://www.servicelearning.org/>
 - v. Campus Compact
<http://www.compact.org/resources-for-faculty/>
7. Have students share their completed project with the class and discuss their work. Possible discussion prompts:
 - a. What is the same among each group's work and what is different?
 - b. Which tools and forms of media are the most effective? Why? Which ones were less effective? Why?
 - c. Imagine you are not familiar with this class or your community in general. What would you learn from this panel? What questions would you have?
 - d. What are the next steps you would take to expand this project's impact?
 - e. Do you think documenting the work your class has done is important? Why or why not? How could you make your documentation more effective?
8. If desired, as in the previous lesson plan, create a final classwide panel using the best elements from all of the groups' pages.

Extension Activities:

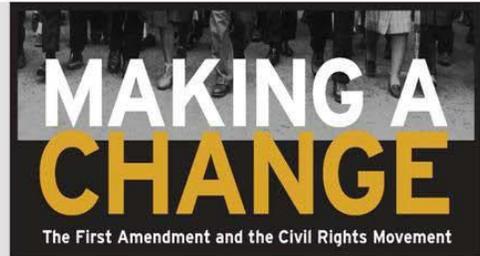
Sharing Your Story: Share the story of your project beyond the Digital Classroom's online community. Plan an assembly or other event to share the story of your class's work with others at your school or in your larger community. Have students determine

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what additional tools they will use to communicate the story of their efforts based on the format of your chosen event. For example, if you will be hosting an informal gathering, they may want to create a photo exhibit for visitors to browse. If you are hosting a formal assembly, they may want to write short speeches about their role in the project and its impact.

At the Newseum: Visit the exhibit called “Make Some Noise: Students and the Civil Rights Movement.” Choose one of the events portrayed in the exhibit. Have students compare and contrast the process and impact of this protest with your class’s project. Consider the planning, execution and impact of each.



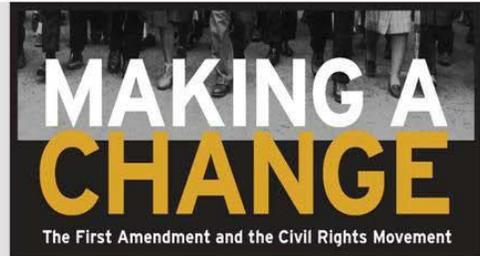
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Name:

Before you begin creating your multimedia exhibit panel, answer these questions.

- 1. What was the original goal of your project? Did you meet this goal? If yes, explain how. If not, why not?**
- 2. What was the hardest part of this project?**
- 3. What was the most rewarding part of this project?**
- 4. Who will this project affect and how?**
- 5. What would you do differently if you worked on a project like this again?**
- 6. What multimedia elements will you use to tell the story of your work?**

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Example: Stories of Change

Before you begin creating your multimedia exhibit panel, answer these questions.

1. What was the original goal of your project? Did you meet this goal? If yes, explain how. If not, why not?

We wanted to give computers to five students at our school who needed them. We wanted to donate 20 computers, but we've only been able to give away five so far. We were able to do this by using computers that our school didn't need anymore. We want to give away more, but it takes a lot of time to fix up the computers and get help from the school's administration in finding families to give the computers to.

2. What was the hardest part of this project?

The hardest part of this project was figuring out who should get the computers. We had to work with our school's administration to pick students who they thought would be good candidates to use the computers. We did not get to pick who should receive the computers ourselves, but we decided that was OK because it would have been a very difficult decision. It also took a long time to get permission from the school board to give away the computers that the school wasn't using anymore. We had to write a lot of letters and make a lot of phone calls to get them to make a decision.

3. What was the most rewarding part of this project?

It was very rewarding seeing how happy the students and their families were when they came to pick up their computers. One student said he never thought he'd be able to have a computer at home, and now he would be able to do his homework on the computer and play games.

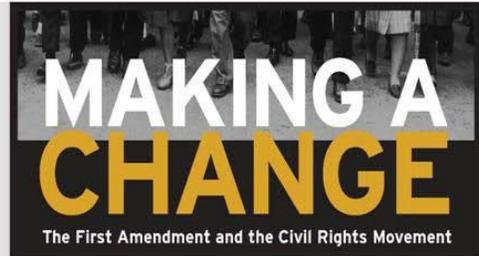
4. Who will this project affect and how?

This project will affect the lives of the students who received computers and their families. They will be able to do more of their homework at home and not have to worry about getting to a library or using someone else's computer.

5. What would you do differently if you worked on a project like this again?

If we did this again, I would like to have more people working on the project so that we could give away more computers at the same time. We had to do a lot of work to prepare the computers and train the recipients, and it would have been a lot more efficient if we could have worked on a lot of computers at once and then hosted one big training session for lots of recipients.

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6. What multimedia elements will you use to tell the story of your work?

We have photos and video from the training session we hosted for the computer recipients. We also have a video of a local TV news story that aired about our project.

7. What are the three most important things you want to clearly communicate to people about this project?

- a. This project cost very little money because we were able to use computers the school was going to get rid of.
- b. The students who received computers were very grateful and happy. Their parents were very thankful, too.
- c. Other students could do projects like this if they put in a little work, and it can really help people in their community.

8. If you were able to continue this project, what would you do next to expand its impact?

The school still has more computers that aren't being used, and we'd like to get permission to give away more. To do this, we will need to raise money to buy the parts needed to update the computers, and we will need to plan another training session. The most difficult part will probably be identifying more families to receive the computers, so we will need to work with the school's administration again to find recipients.

9. How will you divide your group's labor to create this panel?

- a. **Name:** Joe **Task:** Edit video from training session
- b. **Name:** Kate **Task:** Write description of what we did
- c. **Name:** John **Task:** Write description of project impact
- d. **Name:** Kelly **Task:** Gather photos and create Glog layout