Educators and Students,

9/11 Day is very proud to partner with the National Youth Leadership Council to bring you this important educational resource to help you teach young people about 9/11 in constructive ways, through impact-oriented service-learning. NYLC is part of outstanding coalition of organizations — including the Corporation for National and Community Service and Teach for America — that are working together to provide educators and students with exemplary resources and information about 9/11 and the September 11 National Day of Service and Remembrance. The mission of this coalition is to help future generations of Americans transform 9/11 from a day of evil to a day of goodness, unity, and service.

In the days that followed the 9/11 attacks on America, people of all ages and from all walks of life found themselves bonded together by an extraordinary spirit of unity, empathy, and resilience.

We forgot about our differences, if only for a short time. Instead we came to realize how much we all have in common as people.

This truly unique and special moment of empathy and togetherness, however fleeting it might have been, helped to reassure, comfort, and inspire an entire nation at a time of great sorrow and darkness. For many who lived through the horror of 9/11, that moment of hope has become a life-changing reminder that we are far better as a nation when we work together as people.

For young people today, this is an important lesson to learn. That said, it’s difficult to understand for those who didn’t live through the heartbreak or the subsequent period of hope and togetherness that changed our nation. Depending on their age, many young people have little or no personal memories of the events of 9/11 at all.

Therefore it’s up to teachers, mentors, parents and grandparents to teach them about this “other side” of 9/11. The side of goodness. The way people came together. The way empathy changed the way we looked at each other.

To do that, you’ll find everything you need on our website, at 911day.org.

With your help and expertise as an educator, young people will learn valuable, heartfelt, and constructive lessons about the 9/11 experience, the way tragedies impact us as people, and how people throughout the nation experienced a collective sense of empathy that banded them together in response to the attacks.

Thank you again for your support.

For more information, please contact us at info@911day.org.

Sincerely,
David Paine and Jay Winuk, co-founders, 9/11 Day

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**USING THIS TOOLKIT**

Service-learning is a method of teaching and learning in which students use academic knowledge and skills to address genuine community needs. Service-learning increases student engagement, improves teacher efficacy, and develops powerful bonds between young people and their community.

This toolkit is designed to help educators and students implement a single day of service and launch a year of service-learning. Included are tools, timelines, activities, and instructions to help you pull off a single day of service at the beginning of the school year. Also included are resources and tips at the end of the toolkit that will help you launch a service-learning project based off of students’ curiosities and interests during their service experience.

**Part One** helps educators and students get started with the process of planning a single day of service, while incorporating as much voice and choice as possible with a service project of a shorter duration. The section includes information and tools for everything that needs to be thought about and planned through prior to the day of service.

**Part Two** provides resources to be used on the morning of the day of service, when students are put into their service project groups. The activities found in Part Two will help students build community as a team as they identify strengths in themselves, their group, and their community.

**Part Three** provides resources to take students through an abbreviated version of the service-learning IPARD process, allowing students to experience all the components of a high-quality service-learning project within the boundaries of a single day of service. The toolkit includes activities, materials, and worksheets that lead students through investigation, planning and preparation, taking action, reflection, and demonstrating their learning. The activities in Part Three will take students to the end of their single day of service.

**Part Four** explores how the single day of service could launch another service-learning unit of a longer duration, spanning the length of one semester (or beyond). A sample timeline is provided, as well as resources for student and educator use for future service-learning projects.

By engaging students with a shorter service project at the beginning of the year, students will experience the components of a service-learning project at the beginning of the year, which we hope will spark ideas for further study and further service-learning endeavors to take on in the coming year. With more student voice, longer duration, deeper connection to academic learning, and more authentic connection to community, service-learning projects can achieve higher quality. This quality can be measured by the K-12 Service-Learning Standards for Quality Practice, which are:

- Meaningful Service
- Link to Curriculum
- Reflection
- Diversity
- Youth Voice
- Partnerships
- Progress Monitoring
- Duration and Intensity

Learn about the standards at [nylc.org/standards](http://nylc.org/standards). The National Youth Leadership Council is available to support you with your project. Contact NYLC at [info@nylc.org](mailto:info@nylc.org).
PART ONE

Getting started

Objectives:

By the end of this section of the toolkit, students and facilitators will:

1. Select students for the 9/11 Day Student Advisory Council.
2. Contact several community sites that could host students for service-learning projects.
3. Survey students who will be participating in service-learning, tabulate preferences, and organize students into groups based on their interests.
4. Plan other necessary logistics required for a service-learning field trip (chaperones, transportation, etc.).

This section of the toolkit includes:

- Choosing a 9/11 Day Student Advisory Council
- Sample checklist of Pre-9/11 Day planning tasks
- Potential Resources and Partners
- 9/11 Day Sample Schedule

Estimated time to complete: Beginning of the school year through 9/11 Day.
PART ONE

Getting started

Based on the single-day nature of this day of service, it would be productive to make contact with several locations ahead of time (the number of locations dependent on number of students participating and number of chaperones available) and allow students to rank their interest in serving each location. This allows for youth voice in the selection process, but enough pre-planning to ensure success with service-learning and logistics (chaperoning, safety, transportation, etc.). For several examples of service-learning projects centered around unity, please see page 25.

The ideal 9/11 Day Student Advisory Council should be comprised of students who are diverse in terms of race, sex/gender, and grade-level. Students on this advisory council should be those who would thrive in a leadership role, but might not often be asked to serve. These students should be chosen in the first week(s) of school and should play an integral role in selecting service projects and locations for 9/11 Day.

It is strongly recommended to create a 9/11 Day Student Advisory Council. With the creation of the 9/11 Day Student Advisory Council, the project will have stronger youth voice in the planning stages, which will lead to greater success throughout the project.

Here's a sample checklist of Pre-9/11 Day planning tasks:

- Students are selected for 9/11 Day Student Advisory Council through student applications and/or teacher recommendations.
- School staff and 9/11 Day Student Advisory Council brainstorm locations/organizations in the community to partner with for 9/11 Day service.
- School staff and 9/11 Day Student Advisory Council make contact with locations/organizations in the community.
- All students rank locations according to interest.
- School staff and 9/11 Day Student Advisory Council tabulate students’ preferences and organize students into groups based on their interests.
- School staff and 9/11 Day Student Advisory Council assign chaperones based on number of students per group.
- School staff organizes transportation based on location, number of students + chaperones.
Potential Resources and Partners

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

**Government and elected officials**
- Policy issues
- Allies and support
- Venues for presentations

**Business and financial sector**
- Donations/financial support
- Advertising
- Assist with publicity

**Law enforcement**
- Providing data
- Providing experts
- Allies and support
- Helping with service
- Neighborhood assessments
- Volunteers
- Speakers
- Community meetings

**Health care**
- Provide data
- Providing experts
- Allies and support
- Venues for presentation
- Speakers

**Media**
- Publicity
- Letters to the editor
- Public service announcements

**Universities and community colleges**
- Volunteers
- Subject area expertise

**Community agencies (e.g. senior centers, childcare centers, cultural groups, arts organizations, libraries)**
- Potential sites for service
- Help with advocacy efforts
- Venues for presentations
- Training on specific skills

**Parents**
- Chaperones
- Speakers
- Work support
- Transporting students
- Providing snacks
- Fundraising
- Helping with celebration

**Other teachers**
- Teaming with other classrooms
- Content support
## PART ONE

**Getting started**

### 9/11 Day Sample Schedule

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8 - 9:30 a.m.</td>
<td>• Students are put into their assigned groups</td>
</tr>
<tr>
<td></td>
<td>• PART TWO: Preparing for service (building community)</td>
</tr>
<tr>
<td></td>
<td>• PART THREE: Service</td>
</tr>
<tr>
<td></td>
<td>I: Investigation</td>
</tr>
<tr>
<td></td>
<td>P: Plan and Prepare</td>
</tr>
<tr>
<td>9:30 - 10 a.m.</td>
<td>• Travel to service locations</td>
</tr>
<tr>
<td></td>
<td>• Get oriented at the service location</td>
</tr>
<tr>
<td>10 a.m. - 12 p.m.</td>
<td>• PART THREE: Service</td>
</tr>
<tr>
<td></td>
<td>A: Act</td>
</tr>
<tr>
<td>12 p.m. - 12:30 p.m.</td>
<td>• Eat lunch</td>
</tr>
<tr>
<td>12:30 p.m. - 1 p.m.</td>
<td>• Travel to school</td>
</tr>
<tr>
<td></td>
<td>• Students convene in classrooms still organized by service groups</td>
</tr>
<tr>
<td>1 - 2 p.m.</td>
<td>• PART THREE: Service</td>
</tr>
<tr>
<td></td>
<td>R: Reflect</td>
</tr>
<tr>
<td>2 - 3 p.m.</td>
<td>• PART THREE: Service</td>
</tr>
<tr>
<td></td>
<td>D: Demonstrate</td>
</tr>
<tr>
<td></td>
<td>• (if time allows) View/watch/experience other groups’ demonstrations, possibly by searching #911Day on Twitter</td>
</tr>
</tbody>
</table>

Pages that look like this show what’s included in the Student Handbook.
The goal of preparing for service is for team members to understand more about their personal strengths, the strengths of their teammates, and the importance of working as a team. According to our time estimates on the sample schedule (see previous page), there will be approximately 30 minutes to spend on team-building activities and reflection afterwards. It will not be possible to complete all of the activities, so choose 1-2 that you feel would be most engaging for the group.

**Objectives:**

- By the end of this section of the toolkit, students and facilitators will:
  1. Participate in 1-2 team-building activities.
  2. Identify personal strengths and team strengths after reflecting on team-building activities.
  3. Analyze the role of community in students’ lives.

**This section of the toolkit includes:**

- Several team-building activities to choose from and complete, as time allows:
  - Deep Listening
  - Search and Rescue
  - Leadership Compass
  - Helium Stick/Helium Hoop
  - Blind Polygon
  - Human Machines
- Universal reflection questions for students to complete after team-building activities

**Estimated time to complete:** 30 minutes.

*Facilitator Note.* Once you choose which team-building activities to complete, you will need to share materials and directions with students by making copies or projecting the materials in your classroom. The student handbook does not include specific information for each team-building activity.
Deep Listening

Goals:
- Understand the importance of listening fully to one another.
- Practice deep listening skills.
- Create deep connections with others.

Introduction/Directions:
- As a group, read Margaret Wheatley’s poem, “Turning To One Another.”
- Have students divide into pairs, preferably with someone they haven’t spoken to much yet.
- Explain that we will take turns listening to each other explore questions in depth.
- Each interview partner should spend 8 minutes asking questions and 8 minutes answering questions at a time, switching roles after the first 8 minutes have passed. At the end of the 16 minutes we will come back together and briefly share out in a large group. *Teacher will inform group when 8 minutes has passed.

Activity: Each partner has 8 minutes to ask questions in the journals. Only ask, listen, and ask clarifying questions.

Group Reflection:
Discuss the following questions:
- What is difficult about listening deeply? What is easy?
- How does it feel when someone chooses to listen deeply to you?

Individual Reflection: What part(s) of Margaret Wheatley’s poem stand out to you and why?
Deep Listening (continued)

“TURNING TO ONE ANOTHER” by Margaret Wheatley

There is no power greater than a community discovering what it cares about.

Ask: “What’s possible?” not “What’s wrong?” Keep asking.

Notice what you care about. Assume that many others share your dreams.

Be brave enough to start a conversation that matters. Talk to people you know. Talk to people you don’t know. Talk to people you never talk to.

Be intrigued by the differences you hear. Expect to be surprised. Treasure curiosity more than certainty.

Invite in everybody who cares to work on what’s possible. Acknowledge that everyone is an expert about something. Know that creative solutions come from new connections.

Remember, you don’t fear people whose story you know. Real listening always brings people closer together.

Trust that meaningful conversations can change your world. Rely on human goodness. Stay together.
PART TWO
Preparing for service

Deep Listening (continued)

Deep Listening Questions:

• Who are you?

• What is your family like? What makes you happy? What is the most beautiful thing you experienced?

• When do you feel most at peace? What moment do you feel most fulfilled?

• What do you think unity means? When have you experienced unity?

• What gives your life purpose?

• What would you want others to think of when they hear your name spoken aloud, or see your name in print?

• What is the purpose of your life?

• Describe a person or moment that has had a major influence on you as you have journeyed to today. What has that person, relationship, event, or experience taught you about who you are and what you have to offer to the world?

• Tell me a story of a time when you’ve made a difference in someone else’s life. What was that like?

• What would you say is a key commitment, passion, or value of yours at the moment; what do you really care about? Where did it come from? How is it grounded and sustained, fed or nurtured? How do you “live it out” in your life? How would you like to live it out more “truly”?

• Is there anything else you’d like to share with me that I did not ask?
Search and Rescue

Number of Participants: 10-20

Time Required:
- 5 minutes for set-up of physical space and participant roles
- 20 minutes for activity

Materials: Long rope to form the perimeter of the area; blindfolds; various objects to serve as barriers (cones, chairs, etc.); small item(s) for the group to rescue; tape

Object of the Game: Blindfolded participant(s) must “rescue” items from an area filled with obstacles, guided only by verbal directions from a sighted partner who remains stationary on the outside of the area.

Team-building Objective: By the end of the activity and reflection, participants will believe that diversity of strengths/skills leads to more stable, relevant, and responsive solutions to problems that a team might encounter.

Set-Up:
1. Outline an area, using the rope to form a perimeter (approximately 25 feet long and 8-10 feet wide).
2. Place barriers (chairs, cones, etc.) inside the area.
3. Assign the roles to each participant (see below).

Roles (for groups of 10, modify as needed):
- Rescuer role (2 people) = blindfolded / cannot see, can move inside the area, can talk.
- Talker role (2 people) = can see, cannot move, sits outside of the area and faces away, can talk.
- Mover role (6 people) = muted / cannot speak, faces the “Talkers” AND the “Rescuers,” can move around the outside of the perimeter.
Search and Rescue (continued)

Rules:
- If the Rescuer hits a barrier, they must start over.
- The Rescuer may rescue only one item at a time, and must hand the item to a Mover in order for the item to be officially “rescued.”
- The first team whose Rescuer rescues all of their items wins.

Starting the Activity:
1. Blindfold the Rescuers.
2. Place all of the group members at one end of the perimeter.
3. Place the items to-be-rescued inside the perimeter.
4. Start! Help the Rescuers to move around and try to rescue the items.

Modifications/Adaptations:
- To complete this activity in a shorter amount of time, use fewer rescue ideas and/or fewer barriers.
- To simplify the roles, eliminate the Mover role and allow the Talkers to face the Rescuers.
Leadership Compass

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

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 institution 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.

Leadership Compass continued through page 15.
Leadership Compass (continued)

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

<table>
<thead>
<tr>
<th>North</th>
<th>East</th>
<th>South</th>
<th>West</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>2.</td>
<td>3.</td>
<td>4.</td>
</tr>
<tr>
<td>5.</td>
<td>6.</td>
<td>7.</td>
<td>8.</td>
</tr>
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<td>9.</td>
<td>10.</td>
<td>11.</td>
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<td>13.</td>
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<td>16.</td>
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<td>17.</td>
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<td>25.</td>
<td>26.</td>
<td>27.</td>
<td>28.</td>
</tr>
<tr>
<td>29.</td>
<td>30.</td>
<td>31.</td>
<td>32.</td>
</tr>
</tbody>
</table>
Leadership Compass (continued)

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

<table>
<thead>
<tr>
<th>Pitfalls when taken to excess...</th>
<th>Suggestions for working with a...</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>North</strong></td>
<td><strong>South</strong></td>
</tr>
<tr>
<td>• May be bogged down by need to press ahead</td>
<td>• May be bogged down when relationships and others’ needs are compromised by project</td>
</tr>
<tr>
<td>• Seems to not care about process</td>
<td>• Has trouble refusing requests</td>
</tr>
<tr>
<td>• May get defensive quickly, argumentative</td>
<td>• Internalizes difficulty and assumes blame</td>
</tr>
<tr>
<td>• May lose patience, pushes for quick decisions</td>
<td>• Prone to disappointment when relationships are perceived as secondary to project</td>
</tr>
<tr>
<td>• May get autocratic; plows over others during decision-making process</td>
<td>• Has difficulty confronting and grappling with anger; may be manipulated by it</td>
</tr>
<tr>
<td>• May go beyond limits, get impulsive</td>
<td>• May be easily taken advantage of</td>
</tr>
<tr>
<td>• Sees in terms of black and white</td>
<td>• Immersed in the present; loses track of time</td>
</tr>
<tr>
<td>• Not heedful of others feelings; may be perceived as cold</td>
<td>• May not see long-range view</td>
</tr>
<tr>
<td>• Present your case quickly, clearly, and confidently</td>
<td>• Remember the process; primary importance lies in quality of relationships between project members</td>
</tr>
<tr>
<td>• Let him or her know their payoff and their role</td>
<td>• Justify your decisions using values and ethics</td>
</tr>
<tr>
<td>• Highlight the “challenge” of the task</td>
<td>• Appeal to relationships between you and others</td>
</tr>
<tr>
<td>• Provide plenty of autonomy</td>
<td>• Listen; allow emotional expression and intuition into logical arguments</td>
</tr>
<tr>
<td>• Stick with established timelines</td>
<td>• Be aware of person’s difficulty to refuse you</td>
</tr>
<tr>
<td>• Give positive public recognition</td>
<td>• Provide positive reassurance often</td>
</tr>
<tr>
<td>• Use during tasks requiring motivation, persuasion, and initiative</td>
<td>• Display appreciation for the person’s abilities and efforts</td>
</tr>
</tbody>
</table>
Leadership Compass (continued)

<table>
<thead>
<tr>
<th>East</th>
<th>West</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pitfalls when taken to excess...</td>
<td>Pitfalls when taken to excess...</td>
</tr>
<tr>
<td>• May be bogged down by too much vision — or lack thereof</td>
<td>• May be bogged down by excessive information</td>
</tr>
<tr>
<td>• May miss critical details, lose focus on project</td>
<td>• May be stubborn, entrenched in own position</td>
</tr>
<tr>
<td>• Poor follow-through on projects</td>
<td>• May be indecisive; may collect unnecessary data and get mired in extraneous details</td>
</tr>
<tr>
<td>• May become easily overwhelmed</td>
<td>• May appear cold and withdrawn in respect to the working styles of others</td>
</tr>
<tr>
<td>• May lose track of time</td>
<td>• Tendency for watchfulness and observation</td>
</tr>
<tr>
<td>• Tends to be highly enthusiastic at project start but burn out before project is completed</td>
<td>• May remain withdrawn and distant</td>
</tr>
<tr>
<td>• May develop a reputation for being undependable</td>
<td>• Resists emotional pleas and change</td>
</tr>
<tr>
<td>Suggestions for working with a...</td>
<td>Suggestions for working with a...</td>
</tr>
<tr>
<td>• Show appreciation and enthusiasm for ideas</td>
<td>• Allow much time for decision-making</td>
</tr>
<tr>
<td>• Listen and be patient during brainstorm sessions</td>
<td>• Provide verifiable data, objective facts and figures</td>
</tr>
<tr>
<td>• Avoid critical statements; refrain from judging ideas shared</td>
<td>• Do not be put off by critical rejections</td>
</tr>
<tr>
<td>• Allow and support divergent thinking</td>
<td>• Minimize emotional expression; use logic when possible</td>
</tr>
<tr>
<td>• Provide a variety of tasks</td>
<td>• Appeal to tradition, history, and procedure</td>
</tr>
<tr>
<td>• Provide help and supervision on project ideas and execution</td>
<td></td>
</tr>
</tbody>
</table>

This compilation of materials is adapted from James and Pamela Toole of the Compass Institute, Heather Anne Bligh Manchester of LEADERSHIP Compass, and Ripple Effect Consulting for AmeriCorps Training (1998). Updated by Jennifer Valley of Minneapolis Community Education (2012) and by the National Youth Leadership Council (2016).
All of the activities that follow are 30 minutes or less in duration.

**Helium Stick/Helium Hoop**

**Materials:** Hula hoops or long sticks, one for each group of 6-8 participants.

**Directions:** Divide participants into groups of 6-8. If using sticks, have each group create two lines, facing each other. If using hoops, have each group create a circle. Have each person hold their arms out straight and extend their index fingers. Rest the stick or hoop on their extended fingers.

The goal of this activity is for everyone in the group to lower the stick or pole to the ground from eye level. Each participant must maintain contact at all times with the pole or hoop, but must not curl their fingers around it.

This is surprisingly difficult, and the stick or pole will inevitably begin to rise rather than lower.

**Reflection:** Ask students to think of one word that describes how they felt during this activity.

- How well did this group cope with this challenge?
- What skills did it take to be successful as a group?
- What roles did people play?
- What other situations (at home, school, work) are like this activity?

**Note:** Groups initially think this is an easy task, and may get frustrated and blame others. This illustrates how we unconsciously affect others and that when we focus together and let go of blaming, we are more likely to succeed.
PART TWO
Preparing for service

Blind Polygon

Materials: Rope or yarn, blindfolds.

Directions: Have all participants sit in a circle. Lay out a length of rope tied into a circle on the ground in front of all the participants, so that they are sitting around the rope-circle. Blindfold the participants and tell them that their objective is to create a shape with the rope.

Call out shapes (circle, square, triangle, rhombus, hexagon, heart, diamond, etc.).

If you want to make this task more difficult, tell the participants that only one person is allowed to talk, or even that none of them are allowed to talk.

Reflection:

• What was difficult about this task?
• What roles did people play?
• What would an outside observer have said about the dynamic of the group’s communication?
• How could you have been clearer in your communication with each other?
• If you weren’t talking, what was it like? If you WERE talking, what was that like?
• What connections can you make to your life at school, home, and work?
Human Machines

Materials: None needed.

Directions: Divide participants into groups of 5-7. Explain that you will shout out a machine and each group will have 60 seconds to make their bodies into the machine, as a group. At 60 seconds, the groups will be judged on how well they created their machine. Ex: blender, lawn mower, toaster, crane, combine, see-saw, old-fashioned telephone, typewriter, etc.

Reflection:
- What did you learn during this activity? What was difficult? What was easy?
- Would you have been able to create this machine just by yourself?
Student Reflection After Team-Building

In order to prepare for service, we must first prepare ourselves to work closely with our team members. After completing the activities with your group, reflect by answering the questions below:

- What strengths did you realize about yourself?

- What strengths do your fellow students have?

- What skills would you like to develop? What skills could you learn from your teammates?

- At this point, what ideas do you have about how you can use your strengths and the strengths of your teammates to work together or split up work for your service-learning project?

Take time to reflect on your background with community service and collect your thoughts about your community as well.

- What does community service mean to you?

- Where and why have you done service in the past?

- How would you describe your community? What makes your community special?

- What does your community expect from its members? What does it need?
Part Three of the service-learning process contains the IPARD framework, which represents the student-centered inquiry model in a service-learning project.

Before service, students will investigate and plan/prepare. During investigation, students and partners will explore genuine community needs through research and inquiry. During planning and preparation, students will create goals and distribute responsibilities equitably among team members.

During service, students will implement their plan through direct, indirect, or advocacy-based service. Throughout the project, students will collect evidence of their project and impact.

After service, students will reflect and demonstrate their impact. Although reflection occurs at every stage of the IPARD process, post-service reflection helps students to understand the connection between what they are learning and the action taken. During demonstration, students showcase learning and community impact to stakeholders and supporters while making recommendations for future service-learning projects.
For our 9/11 Day service, our focus is on unity. It is important to do your own investigation about unity in order to understand why it is important for communities to be unified.

Objectives:

By the end of this section of the toolkit, students and facilitators will:

1. Compare the ideas of unity and divisiveness
2. Investigate ideas about unity by answering the Essential Questions
3. Analyze examples of service-learning projects in regards to academic connections, communities being served, and how the projects relate to unity
4. Analyze their upcoming service-learning project in regards to academic connections and community needs relating to unity
5. Identify and explain qualities of the community you will be serving, including strengths, needs, commonalities, barriers, etc.

This section of the toolkit includes:

- Understanding the Language (word association activity)
- Essential Questions
- Connecting Academics and Community Needs
- Understanding the Community

Estimated time to complete: 30 minutes.
Step 1: Understanding the Language

For our 9/11 Day service, our focus is on unity. It is important to do your own investigation about unity in order to understand why it is important for communities to be unified.

In this word association activity, brainstorm as many words as possible that share the same or similar definitions of the word families below. Feel free to use a dictionary as a tool to help you complete this activity.

Word family #1: unification (noun), unity (noun), unified (adjective), unify (verb)

Word family #2: divisiveness (noun), divide (verb), division (noun)

After you have brainstormed similarly-defined words above, reflect on the word association activity by answering the question below:

In your own words, how do you think these word families relate to each other?
Step 2: Essential Questions

Essential Questions are open-ended questions centered around concepts we expect you to wrestle with throughout the course of this unity-focused service-learning experience. There are no “right” or “wrong” answers to these questions. We will be taking a look at these questions before and after the service-learning project, so it’s important to reflect on these questions so you can document your point of view before completing the service-learning project.

Now that you have spent some time unpacking the meanings of the terms “unity” and “divisiveness,” write down your thoughts about unity and divisiveness in response to the Essential Questions for this unit. Remember that there are no “right” or “wrong” answers!

• How does unification happen for/with a group of people who are different from one another?

• What role does community play in unifying groups of people?

• What role does service play in unifying groups of people?

• What does it mean to be unified?

• What does unification look like, sound like, and feel like?

• How can we disarm divisiveness as individuals? As communities?
Step 3: Connecting Academics and Community Needs

Below are examples of service projects that are connected to academic learning and community needs for unity. As you look over these examples, think about the following questions:

- What do you notice about how many academic subjects each service-learning project is connected to? Why is this important?

- Can you identify the community that is being served by the project?

- How does each project help a community become more unified?
<table>
<thead>
<tr>
<th>Learning and academic standards</th>
<th>Community need related to unity</th>
<th>Service connected to learning goal and unity need</th>
</tr>
</thead>
</table>
| • Reading  
  • Writing  
  • Speaking/listening  
  • Art  
  • Technology | A community wants to celebrate the different stories of youth and adults within a community in order to unify and build strong partnerships between adults and youth in a school community or local community. | Students read the Humans of New York photojournalism blog in English or art class. Students interview and photograph as many different people in the school community as possible. Students then create their own “Humans of ___” blog to showcase stories and images of diversity in their school or community. |
| • Social Studies  
  • Math | A community is diversifying and lacks understanding of new cultural and ethnic groups | Students study immigration in geography class, compare Census statistics with a survey of their community, and involve community partners in creating a showcase of ethnic and cultural groups. |
| • Science  
  • Math | A community area is littered with garbage and recyclables, which is negatively impacting the local wildlife and human enjoyment of the area | In science class, students study local wildlife, ecosystems, and the environmental factors that positively and negatively affect wildlife. Students undertake a beautification project to clean the area. They present the impact of their work on wildlife with an analysis of water samples and the weight of the total garbage removed. They involve community partners in providing additional trash and recycling containers to the area. |
| • Fine Arts  
  • Music  
  • Social Studies | The election season can be a divisive time for communities. Creating and experiencing art can help communities heal, become unified, acknowledge the humanity and honor the experiences of their members. | In art or music class, students study how different art forms use aesthetics to elicit emotion and connectedness. Students also study historic examples of art or music impacting communities over time. Students work together to create a work of visual art or piece of music that uses those aesthetic elements to unify the community. The UNITY Project is an example of a community sculpture project with a mission to unify: http://www.unityproject.net. |
| • Math  
  • Health  
  • Science  
  • Social Studies | Members of the community do not have access to healthy foods near where they live. | Students study the benefits of healthy eating in health class. They also learn more about food deserts, food insecurity, and research those issues in their own community by performing cost analysis of foods in different stores in different parts of the community. |
After reading the example service-learning projects on the previous page, identify these aspects of your own service-learning project: learning/academic standards, community need related to unity, and service project connected to learning goal and unity need. Write your answers in the table below.

<table>
<thead>
<tr>
<th>Learning and academic standards (To which subjects in school does my project relate?)</th>
<th>Community need related to unity (How does my project meet a need for unity in my community? OR How will the community be more unified after your project has been completed?)</th>
<th>Service Connected to learning goal and unity need (Describe your project by including how you learned about the community need, steps you will take in order to serve the community, and the impact/result of your work in the community)</th>
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</tbody>
</table>
Step 4: Understanding the Community

We’re going to use the table you completed on the previous page in order to answer the questions below. Imagine that we’re zooming in to the 2nd and 3rd columns of the table you just filled out.

• Where will you be doing your service project?

• What strengths are unique to your community?

• What needs are unique to your community?

• What needs does this community have that are common needs amongst all communities that strive to be more unified?

• What, if any, barriers exist to successful unification of this community?

• In your opinion, what is exciting about working with this community?
PART THREE
Pre-service: PLANNING & PREPARATION

Now that you have investigated more about the importance of unity, it is time to plan and prepare for your service-learning project. Setting goals and splitting up responsibilities are important parts of planning any successful project.

Objectives:
By the end of this section of the toolkit, students and facilitators will:

1. Create individual SMART goal
2. Create a team SMART goal
3. Discuss SMART goals with teammates in order to give and receive feedback and make improvements
4. Plan

This section of the toolkit includes:
- Components of SMART goals
- Examples and non-examples of individual and team SMART goals
- Guidance to create individual SMART goals for your service-learning project
- Guidance to create team SMART goals for your service-learning project
- Responsibilities for students during service

Estimated time to complete: 30 minutes.

*Facilitator Note: The three activities in this section can be completed in any order. The individual goals, team goal, and roles/responsibilities that students determine for themselves should be connected to one another. If students would rather think about roles/responsibilities before determining individual goals, that’s okay. If students would rather determine a team goal before creating individual goals, that is fine too. Help students complete these activities in any order that makes sense to them.*
Step 1: SMART Goals

Now that you have investigated more about the importance of unity, it is time to plan and prepare for your service-learning project. 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 progress 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 appropriate?

Relevant

• How does the action you’re going to do today relate to what your group aims to do?
• How does your goal relate to unity?

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.

Examples of SMART service-learning goals for individual participants:

“By the end of today’s service-learning project, I will interview and photograph three members of my school community for my group’s “Humans of...” blog in order for my school community to become more unified.”

“In order for my local community to become more unified in the fight against hunger, I will pack 100 meals for homeless families by the end of today’s service-learning project.”
## PART THREE

Pre-service: PLANNING & PREPARATION

<table>
<thead>
<tr>
<th>Non-SMART goal:</th>
<th>Why isn’t this a SMART goal:</th>
<th>How can it be changed to become a SMART goal?</th>
</tr>
</thead>
</table>
| I will learn more about service-learning today. | This goal is:  
• **Time-bound:** “today”  
To be a SMART goal, it also needs to be:  
• **Specific:** What specific service-learning project will you be doing today?  
• **Measurable:** How will you know that you learned something? Is there something you can measure?  
• **Attainable:** How will you know that the learning you’re hoping to accomplish is able to be learned in one day?  
• **Relevant:** How will your learning relate to the goal of unity for this project? | I will learn more about [A, R] unity during my service-learning project [T] today by [S] surveying [M, A] two members of my community who identify as recent immigrants. |
| By the end of the day, I’m going to do an art project about unity. | This goal is:  
• **Time-bound:** “By the end of the day”  
• **Relevant:** “an art project about unity”  
To be a SMART goal, it also needs to be:  
• **Specific:** What will your art project be like? How will your art project incorporate ideas about unity?  
• **Measurable:** Is there something you can measure about your art project?  
• **Attainable:** How will you know if this art project is something that be accomplished in one day? | [T] By the end of the day, I’m going to recruit [M, A] at least five people to [S] participate in my community art project that’s [R] focused on unifying my community. |
Student Reflection About SMART Goals

Write a one-sentence SMART goal about what you personally will accomplish during your service-learning project today.

After you have written your SMART goal, share your goal with at least one other person on your team and listen to their goal as well. Once you’ve shared, reflect by answering the questions below.

• What similarities did you hear between your goal and the goals of your team members?

• What improvements do you want to make on your SMART goal after hearing what your team members shared?

• What ideas do you have about your team SMART goal?

Facilitator Notes: As students finish their SMART goals, encourage them to share with at least one partner on their team. Then, students should reflect about their individual SMART goals, make improvements to their SMART goals, and brainstorm ideas for the team SMART goal.
Step 2: Creating a Team SMART Goal

Now that you have written an individual SMART goal, it is time to write a team SMART goal with your teammates. Creating a team goal with your teammates helps everyone stay focused on the same outcome of your service-learning project.

Answer these questions as a group in order to help create your team SMART goal:

- What words or phrases from the below examples can we include in our team SMART goal?
- What words or phrases from our individual goals can we include in our team SMART goal?

With your team members, write a one-sentence team SMART goal using the information above.

By the end of today’s service-learning project, our team will interview and photograph 15 members of my school community and create a “Humans of... “ blog in order for my school community to become more unified.

In order for my local community to become more unified in the fight against hunger, our team will pack 1000 meals for homeless families to will raise awareness about hunger by the end of today’s service-learning project.
Step 3: Responsibilities for Students

As part of your pre-service planning, you and your teammates should think about what specific tasks you can take charge of in order to be leaders of your own project.

Take this time to brainstorm what could possibly be needed on site and who can be in charge of it. One way to think about this might be to brainstorm what tasks a teacher would normally take charge of (ex: making sure everyone is on the bus, talking with employees at the site, leading reflection on the way home, taking pictures, etc.), then provide those leadership opportunities to students.

Here are some questions to consider when determining responsibilities for each team member:

- Are students taking ownership over running project rather than adults?

- Does each team member have an equitable amount of responsibility during the project?

- How will you collect data during the project? How will you document your project? Should each team member choose a different way to collect data or document the project?

- What are tasks needing support at the site?

- What are the tasks required traveling to and from the site?
# Student Reflection

<table>
<thead>
<tr>
<th>Task/Responsibility</th>
<th>Student Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examples:</td>
<td></td>
</tr>
<tr>
<td>• Taking attendance on the bus.</td>
<td></td>
</tr>
<tr>
<td>• Talking with employees at the site.</td>
<td></td>
</tr>
<tr>
<td>• Leading reflection on the way home.</td>
<td></td>
</tr>
<tr>
<td>• Documenting the project by taking pictures.</td>
<td></td>
</tr>
<tr>
<td>• Document the project by taking notes.</td>
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</tbody>
</table>
Now is the time to implement your service-learning project.

Objectives:

By the end of this section of the toolkit, students and facilitators will:

1. Implement the service-learning project
2. Document the service-learning project by writing, collecting data, recording, interviewing, and/or drawing

This section of the toolkit includes:

• Options for documenting service

Estimated time to complete: two hours.
During your service project, you should document your experience in ways that feel most comfortable to you and your team. Documenting your service-learning project is important because it provides valuable information for current and future projects. By recording what was done, participants have material to draw from. Examples of documentation include: writing, collecting data, recording video/audio, interviewing people who are involved, and drawing.

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

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

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

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

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

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

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

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

**Drawing**
Sketches, charts, and diagrams can also assist in describing service-learning events.
Reflecting immediately after a service-learning project will help you organize and process your thoughts and learnings about your service-learning experience.

Objectives:

By the end of this section of the toolkit, students and facilitators will:

• Reflect on the service-learning experience.
• Synthesize ideas and experiences about unity by answering the Essential Questions.
• Brainstorm for future service-learning projects.

This section of the toolkit includes:

• Think-Pair-Share reflection including:
  • Initial Thoughts
  • Essential Questions
  • Looking Ahead

Estimated time needed to complete this part of the toolkit: one hour.
Think-Pair-Share

Below is one way you could use a modified “think-pair-share” model to structure this reflection discussion. Students may also add new thoughts to their reflection journals at any point in the discussion, which is encouraged.

- **8-10 minutes** **Think:** Students respond to all questions from steps 1, 2, and 3 on the following pages. Students write their answers in their reflection journals in order to process individually and prepare for discussion.

- **(5 minutes) Pair #1:** Students discuss their initial thoughts about the service-learning experience (their answers to questions from Step 1) with a partner.

- **(10 minutes) Share #1:** Students discuss their initial thoughts about the service-learning experience (their answers to questions from Step 1) with the whole group.

- **(5 minutes) Pair #2:** Students discuss their thoughts about the Essential Questions (their answers to questions from Step 2) with a partner (possibly a new partner).

- **(10 minutes) Share #2:** Students discuss their thoughts about the Essential Questions (their answers to questions from Step 2) with the whole group.

- **(5 minutes) Pair #3:** Students discuss their thoughts about future service-learning projects (their answers to questions from Step 3) with a partner (possibly a different partner).

- **(10 minutes) Share #3:** Students discuss their thoughts about future service-learning projects (their answers to questions from Step 3) with the whole group.
Student Reflection

Step 1: Initial Thoughts

Immediately after the service project (on the bus ride back to school or right away once you’ve arrived back to school), answer the following questions in order to reflect on the experience.

- Think about the people you encountered during your service. What actions or words from them are the most memorable to you?

- What did you learn from the people you worked with? What you think they learned from you?

- How do you think about your community differently as a result of this project?

- What did you see, hear, read, or notice on-site?

- How is what you observed similar to or different from your pre-service assumptions?

- What object would you use as a symbol of this experience?

- Is unity relevant to you? Why or why not?

- Is unity relevant to your community? Why or why not?

- What was the outcome of your service?
Step 2: Reflecting about the Essential Questions

Think back to the Essential Questions of this community service project that you answered in the “Investigation” section on page 23. How have your thoughts changed about each of these questions now that you have completed your service-learning project? Add your new thoughts below.

- How does unification happen for/with a group of people who are different from one another?
- What role does community play in unifying groups of people?
- What role does service play in unifying groups of people?
- What does it mean to be unified?
- What does unification look like, sound like, and feel like?
- How can we disarm divisiveness as individuals? As communities?

Step 3: Looking Ahead to the Future

Use these questions to help you think about how you can make an impact with future service-learning projects.

- If you had one year to spend on this project instead of one day, how would you continue the project?
- If you could choose a different need on which to focus for a year-long service project, on which need would you focus? Why?
- What other ideas do you have regarding future service projects?
At the end of a service-learning project, you should showcase your impact in the community on 9/11 Day. Demonstration is necessary to prove to stakeholders, partners, and others that unity is possible. The best demonstrations leverage information, artifacts, stories, and data to tell the story of the project and the work that has been done. Use the following ideas to share your experience more broadly with your local, national, or worldwide community.

Objectives:

By the end of this section of the toolkit, students and facilitators will:

1. Create demonstration statements that explain your service-learning project to others as well as the importance of unity
2. Share demonstration statements with teammates or on social media
3. Interact with others’ demonstration statements

This section of the toolkit includes:

- Sentence frames for students’ demonstration statements
- Instructions to share demonstration statements with others using #911Day
- Ideas for how to read and respond to other students’ demonstration statements

Estimated time needed to complete this part of the toolkit: one hour.
Choose one of the following sentence-starters to frame your thoughts about unity now that you’ve completed your 9/11 Day of Service. Use the artifacts and data you collected during your service-learning project and the ideas you generated earlier in the reflection journal to guide your thoughts.

1. “Unity is...”

2. “I believe unity is... because...”

3. “I believe unity has the power to... because...”

- Share your demonstration project on social media with the hashtag #911Day. For example, tweet your “Unity is...” statement under 140 characters, in several tweets as a Twitter story, or by sharing a picture
- Interact with others’ demonstration projects on social media. Search the hashtag on social media to see what students around the country have been doing for 9/11 Day. On Twitter: retweet, respond, or ask questions about your favorite projects or ideas from other students around the country
- Enhancements or extensions that don’t require technology: Create a piece of original artwork to illustrate “Unity is...” In your artist statement, explain how your piece of artwork relates to unity.
- Create a photo collage or video from your experience serving.
It is our hope that this single day service-learning project will serve as a jumping-off point for a year of service.

Objectives:

By the end of this section of the toolkit, students and facilitators will:

1. Understand the benefit of service-learning over the course of school year

This section of the toolkit includes:

- Sample Schedule for Long-Term Project
- Additional Resources

Estimated time to complete: After 9/11 Day until the end of the school year.
PART FOUR
Planning for the future

Below is a sample timeline for a how a semester-long service-learning project could go. Note that action is technically the smallest component, while reflection runs throughout.

As you think about a yearlong service-learning project, remember that any project can and should be led by students. Students can start by identifying genuine needs in their community in order to address needs through service-learning projects. Perhaps their reflections on today’s experience will lead them to their next community need and service-learning project.
PART FOUR
Planning for the future

Additional Resources:

- **9/11 Day** ([https://911day.org](https://911day.org)): The mission of 9/11 is to honor the victims of 9/11 and those that rose to service in response to the attacks by encouraging all Americans and others throughout the world to pledge to voluntarily perform at least one good deed, or another service activity on 9/11 each year.

- **National Youth Leadership Council** ([https://nylc.org/resources](https://nylc.org/resources)): The National Youth Leadership Council offers service-learning resources for all audiences. Tip sheets and toolkits can be found on their website Additional NYLC resources list below.
  - **Generator School Network** ([https://gsn.nylc.org](https://gsn.nylc.org)): In-depth resources, project guidance, and peer networking.
  - **Lift: Raising the Bar for Service-Learning Practice** ([http://lift.nylc.org](http://lift.nylc.org)): A multimedia tool which explores the K-12 Service-Learning Standards for Quality Practice.
  - **Take Action Toolkit** ([https://nylc.org/resources](https://nylc.org/resources)): A service-learning guide to support longer-term projects.

- **Humans of New York** ([http://www.humansofnewyork.com](http://www.humansofnewyork.com)): This photojournalism blog can serve as an example of how students could use photojournalism as a service-learning project to promote unity in their school communities.

- **Rethinking Schools: Teaching in the Aftermath of the September 11th Tragedy** ([www.rethinkingschools.org/special_reports/sept11/index.shtml](http://www.rethinkingschools.org/special_reports/sept11/index.shtml)): Rethinking Schools, a nonprofit publisher with a mission to strengthen public education through social justice and education activism, published this special report with an aim to provide social and historical context on the international crisis following 9/11. It includes a range of perspectives from educators who are attempting to meet the needs of their students in a time of uncertainty.

- **StoryCorps: September 11 Initiative** ([https://storycorps.org/september-11th](https://storycorps.org/september-11th)): StoryCorps, an organization with a mission to preserve and share humanity’s stories in order to build connections between people, has worked to record at least one story to honor each life lost in the attacks of September 11, 2001. These stories could provide students with background about September 11, 2001, or might spark an idea for a service-learning project.

- **UNITY Project** ([http://www.unityproject.net](http://www.unityproject.net)): This community art project can serve as an example of how students could use art as a service-learning project to promote unity in their communities. This website includes free, detailed instructions about how the UNITY project could be re-created by others.