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 an 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
# TABLE OF CONTENTS

Using This Toolkit 3

**PART ONE**

Getting Started 4

**PART TWO**

Preparing for Service 5

**PART THREE**

The Service-Learning Process 7

- IPARD

Pre-Service: Investigation 8

  - Step 1: Understanding the Language 9
  - Step 2: Essential Questions 10
  - Step 3: Connecting Academics and Community Needs 11
  - Step 4: Understanding the Community 14

Pre-Service: Planning & Preparation 15

  - Step 1: SMART Goals 16
  - Step 2: Creating a Team SMART Goal 20
  - Step 3: Responsibilities for Students 21

During Service: Action 23

Post-Service: Reflection 25

Post-Service: Demonstration 29

**PART FOUR**

Planning for the Future 31
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

#### 9/11 Day Sample Schedule

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

- Universal reflection questions for students to complete after team-building activities

Estimated time to complete: 30 minutes.
PART TWO
Preparing for service

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?
PART THREE
Pre-service: INVESTIGATION

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?
# PART THREE

## Pre-service: INVESTIGATION

<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>
<tbody>
<tr>
<td>• Reading • Writing • Speaking/listening • Art • Technology</td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td>• Social Studies • Math</td>
<td>A community is diversifying and lacks understanding of new cultural and ethnic groups</td>
<td>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.</td>
</tr>
<tr>
<td>• Science • Math</td>
<td>A community area is littered with garbage and recyclables, which is negatively impacting the local wildlife and human enjoyment of the area</td>
<td>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.</td>
</tr>
<tr>
<td>• Fine Arts • Music • Social Studies</td>
<td>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.</td>
<td>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: <a href="http://www.unityproject.net">http://www.unityproject.net</a>.</td>
</tr>
<tr>
<td>• Math • Health • Science • Social Studies</td>
<td>Members of the community do not have access to healthy foods near where they live.</td>
<td>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.</td>
</tr>
</tbody>
</table>
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</th>
<th>Community need related to unity</th>
<th>Service Connected to learning goal and unity need</th>
</tr>
</thead>
<tbody>
<tr>
<td>(To which subjects in school does my project relate?)</td>
<td>(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?)</td>
<td>(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)</td>
</tr>
</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?
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.
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.”
### Non-SMART goal:

I will learn more about service-learning today.

<table>
<thead>
<tr>
<th>Why isn’t this a SMART goal:</th>
<th>How can it be changed to become a SMART goal?</th>
</tr>
</thead>
<tbody>
<tr>
<td>This goal is:</td>
<td>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.</td>
</tr>
<tr>
<td>• Time-bound: “today”</td>
<td></td>
</tr>
<tr>
<td>To be a SMART goal, it also needs to be:</td>
<td></td>
</tr>
<tr>
<td>• Specific: What specific service-learning project will you be doing today?</td>
<td></td>
</tr>
<tr>
<td>• Measurable: How will you know that you learned something? Is there something you can measure?</td>
<td></td>
</tr>
<tr>
<td>• Attainable: How will you know that the learning you’re hoping to accomplish is able to be learned in one day?</td>
<td></td>
</tr>
<tr>
<td>• Relevant: How will your learning relate to the goal of unity for this project?</td>
<td></td>
</tr>
</tbody>
</table>

By the end of the day, I’m going to do an art project about unity.

<table>
<thead>
<tr>
<th>This goal is:</th>
<th>[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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Time-bound: “By the end of the day”</td>
<td></td>
</tr>
<tr>
<td>• Relevant: “an art project about unity”</td>
<td></td>
</tr>
<tr>
<td>To be a SMART goal, it also needs to be:</td>
<td></td>
</tr>
<tr>
<td>• Specific: What will your art project be like? How will your art project incorporate ideas about unity?</td>
<td></td>
</tr>
<tr>
<td>• Measurable: Is there something you can measure about your art project?</td>
<td></td>
</tr>
<tr>
<td>• Attainable: How will you know if this art project is something that be accomplished in one day?</td>
<td></td>
</tr>
</tbody>
</table>
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?
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?
### Part Three

Pre-service: PLANNING & PREPARATION

**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>
<td></td>
</tr>
</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.
PART THREE

Post-service: REFLECTION

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.

- **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.

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

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

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

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

- **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).

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

Post-service: REFLECTION

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?
PART THREE

Post-service: REFLECTION

**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.
PART THREE

Post-service: DEMONSTRATION

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.
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.