**Brainstorming Community Needs What needs to be done?**

You will need to do a little brainstorming to identify a problem you would like to solve. There are no right or wrong answers here. Your only goal is to brainstorm as many ideas as you can think of. You might choose one of these for yourself or your ideas might help someone else choose a problem they really care about.

1. Start by looking at yourself and your own life? What do you need? What do you and your friends complain about? What would you like to change? Imagine you can change it. What would it look like then? What is stopping you (and others like you) from reaching their full potential
2. Expand your focus a little bit and think about what is happening where you live. Consider problems in the school, neighborhood, town/city? Do any problems come to mind? If you were in charge, what would you change first? What do you wish was available in your community that isn't there now? What other groups are struggling and not meeting their full potential? What do people need?
3. Now make a list of the communities that you belong to. Community can mean a lot of things (geographic area, school, grade, a club/activity/sport inside or outside of school, or other social/demographic groups that you belong to (race, class, gender, LGBTQ, etc.). How are those groups struggling or not meeting their full potential? What might they need?

4. Keep widening your geographic scope--city, state, region, country, world. Think about some of the current events that we’ve discussed in class. Keep adding to your list of problems to solve until you’ve identified some issues that really get your emotions flowing. This might be negative emotions (like anger or sadness) or more positive emotions (like hope or pride).

If you need a little help coming up with a list of specific problems, consider these broad categories to help you think about specific issues you might want to address:

Animals Arts/culture Beauty Bullying Children Civil rights Disabilities

Domestic violence Drugs and alcohol Education Environment Fashion

Health Homelessness Human rights Hunger

Immigration Mental Health Peace/war Racism Religion Safety

Senior citizens Sexual orientation Sports/athletics Technology

Teen issues Transportation Violence Water purity

Women’s rights

List your additional ideas here:

**After finishing your brainstorming, go back and highlight all of the problems that make you FEEL something. Passion is key to a successful project!**

**What are your top three community needs that you would like to address?**

**Researching Community Needs Understanding the Issue**

Find 2-3 sources that help you better understand the issue and begin to develop a plan that addresses a real problem in your community. While internet sources or documentaries can be helpful for national/international issues, more local/community issues might need a different approach. Consider interviewing people in the community, conducting surveys, finding local newspaper articles

**Use the questions below to make notes as you research:**

1. Describe the impact of your problem. Why is it important? What impact does it have on your community?
2. What are the causes of your problem? How has your problem changed over time? Is your problem getting better, worse, or staying the same? Why?

3. Who are the stakeholders (what groups/people have an interest in this)? What have other groups done to deal with this issue? Have their actions worked? Are there groups that might oppose taking action? Why?

Works Cited:

1. **Share your research with your other team members. Add additional details to your notes above in a different color font.**
2. **Each member of your group will write 1-2 paragraphs that describe the community need that you have researched. Be sure to include specific evidence and details from your research. Your paragraph should be persuasive and show why this issue is important for your group to address.**

**Community Needs Report Rubric**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Category** | **Below Standard** | **Approaching Standard** | **Standard** | **Exceeds Standard** |
| **Required Elements** | Several required elements are missing or incomplete | Some required elements are incomplete | Required elements are included | Required elements are included, and go into depth and detail |
| **Organization/ Professionalism** | Report is not organized in a clear or readable manner.  Does not use academic language. Report has not clearly been checked for spelling and grammar mistakes. | Report is organized in a clear manner.  Sometimes uses academic language. Report may have some spelling and grammar mistakes, but it does not distract the reader. | Report is organized clearly and in a readable manner. Mostly uses academic language. Report has clearly been edited, however may have missed a few spelling and grammar mistakes. | Report is organized in a manner that is clear, readable and flows easily. Consistently uses academic language. Report is free of spelling and grammar mistakes. |
| **Quality of Research and Understanding of Causes/Impacts** | Little or no significant research. Is confused or does not show a complete understanding of the causes or impacts of the issue. | Limited research and information.  Emphasis on basic facts and generalizations.  Some understanding of the causes and impacts of the issue. | Significant research and detailed, specific information. Shows solid understanding of the causes and effects of the issue. | Extensive research and information including specific details and statistics. Shows sophisticated understanding of the complexity of the  issue. |
| **Analysis of** | Report has difficulty | Report identifies the | Report shows a solid | Report shows a |
| **Stakeholders and** | identifying | most obvious | understanding of the | complex and detailed |
| **Actions Taken** | stakeholders and may | stakeholders, but may | stakeholders and the | understanding of the |
|  | show little | miss more subtle | past actions taken to | stakeholders and the |
|  | understanding of | groups. Can identify | address this issue. | past actions taken to |
|  | specific actions taken | some actions taken, | May address the | address this issue. |
|  | in the past. | but may miss | effectiveness of these | Includes analysis of |
|  |  | connections or have a | actions. Extends | the effectiveness of |
|  |  | limited understanding | understanding. | these efforts. |
|  |  | of the impact. |  | Deepens |
|  |  |  |  | understanding. |

**Project Proposal**

You need to turn in **one project proposal per group**. Make sure each group member writes at least one part of the proposal and has a copy of the proposal. ***Your proposal must be approved by the administration before you can begin your project.***

**Part I. – Project Title**

Name your project – give it a creative title that you will be proud to have on marketing materials, emails, in the newspaper, etc. Please explain why you have chosen this title.

**Part II. – Project Plan, Goals, and Action Steps**

Describe your project and plan of action. What are your specific project goals? What do you hope to accomplish. These goals should be specific, measurable, and attainable. Make a list of all of the key action steps you need to do to make your project successful.

**Part III—Community Need**

What is the need for, or the problem addressed by this project? Be specific and explain how your project will specifically meet this need.

**Individual and Group Assessment**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **CATEGORY** |  |  |  |  |
| 1. | Attendance/Punctuality of Group | Excellent | Good | Fair | Poor |
| 2. | Group communicates easily and effectively about tasks | Always | Usually | Sometimes | Rarely |
| 3. | Group values all members opinions and efforts | Always | Usually | Sometimes | Rarely |
| 4. | All members of the group use time wisely and efficiently | Always | Usually | Sometimes | Rarely |
| 5. | Work is evenly distributed within the group | Always | Usually | Sometimes | Rarely |
| 6. | Group reacts to setbacks and obstacles with a positive attitude | Always | Usually | Sometimes | Rarely |
| 7. | Group is able to overcome setbacks and obstacles by working together | Always | Usually | Sometimes | Rarely |
| 8. | Overall effort and performance | Excellent | Good | Fair | Poor |

1. Choose two of your highest ratings and give examples to explain why you have rated your group in this way.
2. Choose two of your lowest ratings and give examples to explain why you have rated your group in this way?

# Please answer the following questions:

* 1. Please list the responsibilities that you (individually) have had in your project group.

●

●

●

* 1. What is your most significant accomplishment so far on your project (group or personally)?
  2. What has been the hardest thing to overcome so far? Have you done this successfully? Explain your response.
  3. So far, what is the most significant take-away from doing your project? What have you learned about yourself? New skills? Group dynamics? Your topic? Please explain.

**Sophomore Service Project Final Presentation and Reflection**

On the day of your final, you will be making a 5 minute presentation about your project. Your group should decide who will be responsible for each section of the presentation

# Community Need:

* + - Why did you choose this topic? What interested you?
    - What are the causes of the problem? How widespread is the problem?
    - What is being done—locally?, nationally?, internationally?

# Project Goals and Plan:

* + - What were your goals? What did you do?
    - Did your plan change? Why?

# Results of the Project:

* + - Did you accomplish the goals you set? Why or why not?
    - What successes did you have?
    - What would you do differently next time?

# Lessons Learned:

* + - What did you learn?
      * About the issue?
      * About planning a project?
      * About yourself—all should contribute here!
    - How will you use what you have learned?

# You are Encouraged to Bring a Visual to Share:

* + - A prop that represents your work
    - A few slides
    - Photographs
    - Something else?

**Personal Reflection**

Take some time to reflect on your project. Please answer the questions, but feel free to add other ideas as necessary. Be as specific and descriptive as you can in your reflections.

# Guidelines:

* Typed, 1 - 1 ½ doubled spaced
* Please organize and edit your thoughts—this is a final product!

# Summary of Project Outcomes

Describe the outcome of your project. Did you accomplish the goals you set? Why or why not? How did you impact the community? What were your greatest accomplishments for your project? What are you most proud of?

# Reflection on Project Planning

How effective was your project planning? What successes did you have? What obstacles did you face? Were you able to overcome these? What would you do differently next time? What ideas do you have for improving any part of the project?

# Reflection on Community Involvement

What did you learn about your community and the issues facing it? How have your personal views of the issue changed throughout this project? What was most meaningful about your project experience? How did your service affect the community? How did you think the community reacted to your project?

# Reflection on Personal Growth

How did this project impact you? What did you learn about yourself? Did you learn any new skills, abilities, or interests? What will you remember about your project five years from now?

**Reflection Rubric**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Advanced** | **Proficient** | **Needs Improvement** | **Limited** |
|  | Extensive information | Significant information | Limited information | Little or no significant |
|  | and complex | and includes good | and details about the | information about the |
|  | ideas.Includes many | details about the | project. Some gaps. | project. Does not |
|  | rich, engaging, and | project. Good | General description of | adequately describe |
| **Content and Ideas** | pertinent details about  the project. Complete description of group’s | description of  activities, but could include more specific | group’s activities.  Adequate explanation and examples, but may | the group’s  activities.Limited and/or unrelated |
|  | activities Evidence of | examples of group’s | be repetitive. | details. Often very |
|  | analysis, reflection, | activities. |  | brief. |
|  | and insight. |  |  |  |
|  | Uses reflection | Uses reflection | Makes relevant | Reflection may not |
|  | questions to connect | questions to connect | connections, but | address questions |
|  | and extend knowledge. | and extend | reflections may be | directly, is very |
| **Analysis and Reflection** | Reflection  demonstrates a number of creative | knowledge. Reflection  demonstrates some original thought. Work | general, somewhat  repetitive, and demonstrate little | general, lacks  originality, and may be repetitive. |
|  | ideas and makes | shows some new ideas | original thought.. |  |
|  | interesting | and insights. |  |  |
|  | connections. |  |  |  |
|  | Careful, strong and/or | Logical organization. | Inconsistent | Random or weak |
|  | suitable organization. | Acceptable, effective | organization. | organization. |
|  | Variety of sentence | language. Few errors | Acceptable language. | Simplistic or imprecise |
| **Organization/ Writing** | structure. Precise  and/or rich language. | in grammar,  punctuation, and/or spelling. | Some errors in  grammar, punctuation, and/or spelling that do | language. Many errors  in grammar, punctuation, and |
|  |  |  | not interfere with | spelling that distract |
|  |  |  | understanding of | from reflection. |
|  |  |  | reflection. |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Communication is | Communication is | Communication is | Communication is not |
|  | exciting and engaging. | effective. Delivery is | mechanical in nature. | clear and behavior |
|  | Delivery is clear, | clear and is mostly | Communication is | while presenting |
|  | poised and smooth. | poised in front of the | clear, but may have | distracts the |
| **Presentation** | Students demonstrate  full knowledge by | class. Student is at  ease with expected | some distracting  behaviors. Students | audience. Does not  have a grasp of |
|  | answering all | questions, but fails to | are uncomfortable | information and finds |
|  | questions with clear | elaborate on other | with the information | it difficult to answer |
|  | explanations and | questions. | and are able to answer | the expected |
|  | elaboration. |  | only rudimentary | questions.. |
|  |  |  | questions. |  |