

Creating a Student-Led Service Club

SERVICE LEARNING: IMPACT PROJECT

Overview

In this 18-to-20-hour Impact Project, students will put the principles of collaboration and communication into action as they work in groups to design their own student-led service club, building their shared capacity to respond to community needs.

First, students will learn about how to form and run a sustainable, student-led club that can create ongoing community impact and opportunities for student skill-building, learning, and reflection. Next, students will establish their club and work collaboratively to research a community need, identify a community partner or partners, and design a service-learning project that club members may engage in independently, outside of class.

Potential Impact

- **Personal Impact:** Students will develop their communication and collaboration skills as they work together to define the purpose of their student-led service club, assign collaborative roles, research a community problem, and plan a service-learning project.
- **Community Impact:** Students will cultivate a relationship with a community partner and establish the organizational infrastructure for sustainable, high impact service-learning projects.

Goals

By participating in this project, **students** will be able to:

- identify their individual strengths and evaluate their group's capacity to respond to community needs
- define their group's shared goals and values in a mission statement
- determine appropriate group leadership roles and elect leaders
- research a problem or need in the community
- evaluate the approaches of community partners to solving a community problem



- collaborate with one another to plan a student response to a community need
- use reflection as a tool to evaluate impact and promote positive group morale and collaboration

By participating in this Impact Project, **teachers** will guide students to develop collaboration and communication skills by:

- facilitating or guiding student-led projects
- helping students weigh and justify their choices and evaluate impact
- supporting student choice while providing appropriate limits
- identifying students' individual needs to help them thrive in collaborative roles

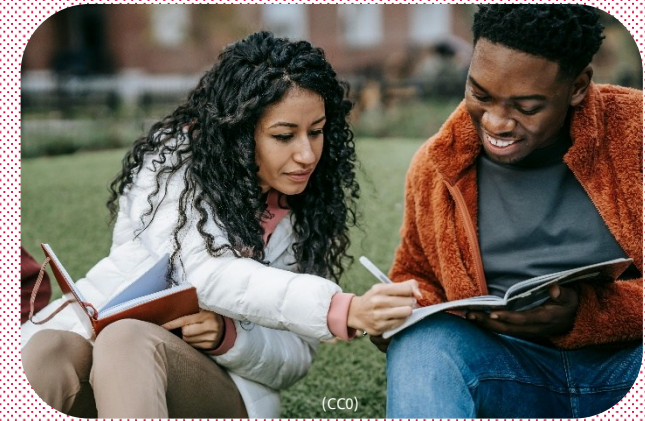
Project Materials

IN YOUR CLASSROOM

- Paper and pencils or pens; chalkboard and chalk or whiteboard and markers
- Projector or TV for displaying project content (optional)
- Scissors

PROVIDED WITH THIS IMPACT PROJECT

- A. 7 Steps to Establish a Student-Led Service Club
- B. Define Roles
- C. Write a Mission Statement
- D. Our Interests
- E. Finding Community Resources
- F. Project Plan
- G. Collaboration and Communications Plan
- H. Impact Statement



Preparation

- Review and teach the three lessons from the *Service Learning* unit: “What is Service Learning?,” “The Community Web,” and “Community Partnerships.” Connections to the lessons are noted in the **Procedures** section.
- Review service-learning teacher resources to prepare yourself to guide a student-led initiative.
- Become familiar with issues that affect people in your local community, so you can guide student research.
- Service learning provides a meaningful context for English language practice as students use English to investigate community issues, discuss service ideas with classmates, and write reflections. Take time to consider how you can link the language performance opportunities that are part of the service-learning cycle to your students’ language study. Some suggestions are given in the **Procedures** section.
- Completely review this Impact Project, including the **Variations and Extensions** and **Project Materials** sections, to determine the most appropriate materials, resources, and adaptations for your learners.
- Review the **Procedures** and **Project Materials** sections, then determine the materials and formats you will use for each of the project stages.
 - Many items can be photocopied, enlarged, or projected onto the board or a wall.
 - After selecting the formats for the project stages, prepare the required number of materials to suit your class size, considering how many groups or individuals will participate in each project stage.
 - Review the materials provided to ensure they are appropriate for your classroom context. Make any changes as needed.
- Review the **Inquiry Notebook Prompts**. Plan to incorporate the prompts in three places during Impact Project development: at the beginning of the project, in the middle of the project, and at the end of the project.
- Review the **Impact Statement Prompt** and handout ([Project Materials – Item H](#)). At the end of the project, ask students to write an Impact Statement about their experience with the *Service Learning* unit. Collect their responses.

Potential partners

- Identify potential partners in the community that are concerned with local issues such as poverty, homelessness, access to education, or environmental concerns. Find out if any of them regularly participate in community service and if any of their projects might be of interest to your students.

Inquiry Notebook Prompts	
PROMPTS	NOTES
<p>Beginning of the Impact Project (before starting Stage 1)</p> <ol style="list-style-type: none"> 1. Talk to three other students. Ask each student, “What are three things you really like about your school, neighborhood, or community?” Write down their answers. 2. Do you prefer working or playing games on your own or as part of a team? Why? <p>Mid-Project (after completing Stage 4)</p> <ol style="list-style-type: none"> 1. There are many different ways of being a good team member. What kind of team member are you? Are you usually quiet, or do you talk a lot? Do you like to be in charge? Do you ask good questions? Do you make jokes to bring everyone together? Do you make sure everyone feels heard? To get started, you can write, “I am the team member who” 2. Think about the research you did about a need in your community. How did you find that information? Was it easy or hard to find this information? Where would you look for information next time? <p>End of Project (after completing Stage 6)</p> <ol style="list-style-type: none"> 1. Think about the community partners you learned about. What surprised you about the work they do? 2. After this project ends, would you like to keep working on this student-led service club? Why or why not? 	<p><i>Adopt or modify these prompts for Inquiry Notebook engagement with concepts featured in this Impact Project. Ask students to select one of the two prompts at each stage to respond to in their Inquiry Notebook.</i></p>

Procedures		
TIME	PROJECT STAGES	NOTES
2 to 3 hours	<p>1. Introduce the Idea of a Student-Led Service Club</p> <ul style="list-style-type: none"> • Ask students to write an Inquiry Notebook entry using the Beginning of the Impact Project prompts. 	<p><i>You can reference materials and activities from the Service Learning unit at any point during this Impact Project.</i></p>

- Remind students of the differences between service learning and community service. Emphasize that community service activities are often short-term or one-time, whereas service-learning projects are often longer-term and involve more complex tasks and roles.
- On the board, create a two-column chart that shows the differences between community service and service learning.
- Ask students to add to the chart, placing activities on the chart in either the “service learning” or “community service” category. The list might include things like *picking up litter* (community service) versus *running a reading program for young children* (service learning).
- Divide students into groups. Ask each group to pick one activity from each column on the chart. Ask students to list the impact of each activity on students and on the community.
- Facilitate a group discussion. Emphasize that by taking the steps in the service-learning process, students can increase their impact on the community *and* their learning.
- Review each step of the service-learning process (known by the acronym IPARD). Ask students to tell you why they think each step could increase the impact of service and learning.
 - **Investigate** a problem or community need
 - **Plan** a way to address the problem
 - **Act** (or take action)
 - **Reflect** on the impact of their action
 - **Demonstrate** and **celebrate** their work
- Write the following two quotes on the board:
 - *We are never really happy until we try to brighten the lives of others.*
 - *Alone, we can do so little; together, we can do so much.*
- Explain that the two quotes are from Helen Keller, an American woman who became blind and deaf as a baby, and who later became a famous author and speaker who traveled the world sharing her ideas.
- Ask students to discuss Keller’s ideas with a partner or small group. Ask:
 - What experiences do you have that relate to each of these quotes?

For this step, consider referring to the lesson plan, “What is Service Learning?” Lesson Materials B, C, and D may be useful to help your students appreciate the difference between service learning and community service.

	<ul style="list-style-type: none"> ○ When have you experienced getting more done by working together? ○ Have you ever had an experience where working together felt difficult? Does it ever feel easier to do things alone? ● Introduce the idea of a <i>Student-Led Service Club</i>: a group of students who use a clear process (like IPARD) that makes it easier to work together and increases the impact of their service and learning. ● Emphasize that in this Impact Project, students will practice skills they can use in any work they do in the future, including service projects, entrepreneurial projects, business, or any kind of work with others. ● Explain that in this Impact Project, they will focus on building a strong student-led organization to support ongoing collaborative work, but they will <i>not</i> complete a service-learning project during this time. However, they will practice planning a project that, if they choose, can be carried out independent of the classroom. ● Give students a copy of 7 Steps to Establish a Student-Led Service Club. Ask them to read it together in small groups. Tell students that this is a roadmap for creating a student-led service club, and it will guide their work in the Impact Project. 	<p>Project Materials – Item A. 7 Steps to Establish a Student-led Service Club</p>
1 to 2 hours	<p>2. Decide Collaborative Roles for the Student-Led Club</p> <ul style="list-style-type: none"> ● Using the Define Roles handout, help students understand how a student organization is led. It is important that they see the service club as an opportunity to practice their collaboration skills by defining roles and responsibilities clearly. ● Guide students in brainstorming and discussing what leadership roles are appropriate for their club. They may want to draw mind maps or other graphic organizers to help them think through roles for their club. Help them consider: <ul style="list-style-type: none"> ○ What are the responsibilities for each role? ○ Which roles will support service learning and collaboration? ○ How long will each leader serve? ○ How will leaders be chosen? (For example, many clubs hold elections at the start of the year, and leaders serve for that school year.) 	<p>Project Materials – Item B. Define Roles</p> <p><i>Defining clear roles and responsibilities are core strategies for promoting collaboration in the classroom.</i></p>

	<ul style="list-style-type: none"> • Explain that club decisions are often made by member voting, with the president’s role being to facilitate discussion and ensure the process is fair. • Invite students to nominate themselves to be club leaders. Tell students they can seek a role that matches their skills, but they can also seek a “stretch” role—something that helps them to grow or learn new skills. For example, a quiet student might consider being club president, <i>because</i> it will help them gain confidence with public speaking. • If there is an election, encourage communication activities like making a short speech (e.g., “Why I want to Be Treasurer”). 	<p><i>Student-led service-learning projects emphasize a key element of student-centered learning: student choice. Look for ways for students to direct the process and lead the conversation.</i></p>
<p>1 to 2 hours</p>	<p>3. Write a Mission Statement</p> <ul style="list-style-type: none"> • An important part of establishing a sustainable student-led service club is clearly defining the purpose and approach of the club. • Talk about the role of a mission statement in a club. A mission statement can: <ul style="list-style-type: none"> ○ Help community partners understand the work of the club ○ Help club members decide to commit to a service-learning opportunity, or determine if it is outside the scope of what they can do ○ Help inspire and sustain the club over time ○ Help recruit new volunteers • Explain that a mission statement can be used to help make decisions about whether service-learning work matches the club’s interests and goals. • Use the Create a Mission Statement handout to lead students through the process of writing a mission statement for their club. It is even more impactful if one or more of the newly elected club officers leads the activity. • Share the sentence frames and examples below to help students get started. <ul style="list-style-type: none"> ○ Our mission is to _____ because _____. ▪ <i>Example: Our mission is to keep the park clean because we want everyone to enjoy it.</i> ○ Our goal is to _____ by _____. 	<p><i>You may want to remind students of the concept of “doable” from the “Community Partnerships” lesson in the Service Learning unit.</i></p> <p>Project Materials – Item C. Write a Mission Statement</p>

	<ul style="list-style-type: none"> <ul style="list-style-type: none"> ▪ <i>Example: Our goal is to make people smile by visiting them and sharing kindness.</i> ○ Our club works to _____ because _____. <ul style="list-style-type: none"> ▪ <i>Example: Our club works to plant trees, build benches, and paint murals because we want to make our community more beautiful.</i> ○ We believe in _____ and we will _____. <ul style="list-style-type: none"> ▪ <i>Example: We believe in helping younger children learn and we will work together to do this.</i> ● Once the mission statement is drafted, ask students to create a name for their club. The name should be easy to remember and reflect the mission of the organization. If there is time and interest, students may design a logo that reflects the spirit and purpose of the club. 	
2 to 3 hours	<p>4. Understand the Interests of Fellow Club Members</p> <ul style="list-style-type: none"> ● Ask one of the new club officers to lead the class through the brainstorming activity in the Our Interests handout. ● After each student has written their responses to the handout, ask one of the club officers to give each student three small slips of paper. On each slip of paper, tell students to write the name of another student and something they believe that student is good at. Display the slips of paper on a wall or table and give students time to view them. ● After students have had a chance to view the notes about their strengths, ask students to review their own notes on the Our Interests form. Did anything surprise them? Did people recognize their strengths or identify new ones? Discuss as a whole class, if appropriate. ● Ask students to use scissors to separate their responses on the Our Interests form. They can add these to the other slips of paper. Then review the results as a class. ● Work with a club leader to co-facilitate a whole group discussion. Take notes on the board to record key ideas. Ask questions to guide the discussion, such as: <ul style="list-style-type: none"> ○ How did it feel to read notes where classmates identified your strengths? ○ How can feeling appreciated help us work together? ○ What are the strengths of our club members? 	<p>Project Materials – Item D. Our Interests</p> <p><i>Consider reviewing the concepts and lesson materials from the lesson, “The Community Web” to help students think of themselves as potential changemakers in their communities.</i></p> <p><i>Students may have difficulty identifying their own strengths. Asking students to identify each other’s strengths can both support collaboration and help the group understand their shared resources.</i></p>

	<ul style="list-style-type: none"> ○ What are the interests of our club members? ○ What skills do we want to learn? ○ How do these interests and strengths match the mission statement of our club? ○ Is there anything to change or add about the mission statement about the kinds of skills or interests of club members? <ul style="list-style-type: none"> ● If students determine that the club mission statement should be updated based on this new information, they may vote to do so. Explain that making shared decisions and writing them down can help with smooth collaboration and communication, essential for an effective student-led club. ● Ask students to write an Inquiry Notebook entry using the Mid-Project prompts. 	<p><i>If students have trouble focusing their ideas, it may help to review Item C from the “What is Service Learning?” lesson materials. Thinking about their group’s skills and the different types of service may help students define their purpose.</i></p>
2 to 3 hours	<p>5. Research Community Needs</p> <ul style="list-style-type: none"> ● Start by asking students to think of needs they see in their community. Encourage students to think about their school community as well as their neighborhood or town. Some areas of concern may be poverty, homelessness, access to education, pollution, or environmental issues. Make a list on the board. ● Remind students to think about the scope of community needs. By focusing on a small part of the problem, students have a greater chance of taking action that makes an impact. ● Ask students to create specific statements of need, such as <i>People in my neighborhood need clean drinking water.</i> or <i>Some people need food.</i> or <i>There is a lot of litter on the street in front of our school.</i> After you give students a few examples, use a “Think-Pair-Share” activity to help students generate ideas. Then co-lead a group discussion with a club leader on the community needs they uncovered. Create a list on the board. ● Next, divide the class into small groups. Consider asking each club leader to lead each group. Ask each group to identify a notetaker to record their group’s brainstorming. Direct each group to identify three community needs and discuss how each one affects the community and whether anyone (that they know of) is working to address the problem. ● After groups have had sufficient time to discuss, ask them to choose one of the community needs and research it further by completing the chart from the Finding Community Resources handout. Tell students they can gather more information by: 	<p><i>Review concepts and vocabulary from the “Community Partnerships” lesson plan to help students consider different ways they can offer support to their community.</i></p> <p><i>Consider using sentence starters to help students begin this community needs assessment activity. For example, “People in my neighborhood need...” or “I wish someone would...”</i></p> <p>Project Materials – Item E. Finding Community Resources</p>

	<ul style="list-style-type: none"> ○ talking to friends or family members ○ reading or watching local news stories or reading about the problem online ○ talking with community leaders ○ researching local non-governmental organizations (NGOs) or other groups—perhaps by talking to people or reviewing their social media and/or reading their mission statements online <ul style="list-style-type: none"> ● When students return to class, give each group time to report on what they discovered. This activity helps open students’ eyes to how existing organizations and leaders are addressing problems. ● With the class, discuss each group’s presentation. Ask students to think about the types of activities that NGOs, groups, or leaders are doing to address the community problem. Do these activities address the cause or the effects of the problem? Do they address both? ● Ask the students to decide what type of service the NGO, group or leader is providing: direct service, indirect service, research, or championing. Are there service types that will help students meet their own goals for learning, or that match with skills students enjoy using? 	<p><i>Consider asking students to complete a graphic organizer as they listen to each group’s presentation. Blank copies of the Finding Community Resources handout can be used for this as well.</i></p> <p><i>If the group has selected a club secretary, this person may wish to take notes on the class discussion for future decision making.</i></p>
2 to 4 hours	<p>6. Find a Community Partner</p> <ul style="list-style-type: none"> ● Ask students to review what they’ve learned about club members’ strengths, community needs, and the NGOs or leaders working to address those needs. ● Remind students that this skill—finding a community partner—is something that can be used during this Impact Project but also during any future community work or even entrepreneurial or business partnership work. ● Ask a club officer(s) to lead a whole-class discussion to help students evaluate their options: which organizations’ or leaders’ current projects would be a good match for our club? ● Support the club officers in selecting 1 to 3 organizations or people to invite to class to speak about their work and opportunities for service-learning projects. ● Guide club officers to distribute the work of writing invitations among student groups. Supervise the process of inviting and scheduling guest speakers. 	<p><i>You may need to coach student leaders on how to lead a discussion. Be sure to offer the support they need to be successful while still giving them opportunities to do the actual leading of other students whenever possible. Teach them to listen carefully to ideas from their team, follow up on assignments given, and thank everyone for their efforts at planning and implementing their projects.</i></p>

	<ul style="list-style-type: none"> ● Help students generate a list of interview questions that can be sent in advance to invited speakers. Aim for 4 to 6 questions that reveal what students need to plan a partnership. Questions might include: <ul style="list-style-type: none"> ○ What community do you focus on, and why? ○ Is your work focused on prevention (causes), impact, or both? How do you decide what projects to do? ○ How can students help? What kind of tasks could students do? (direct, indirect, research, championing) ○ Do you need volunteers for a current project, or could we design our own project to support what you do? ○ How do you know if you've truly made a difference? ○ What advice about communication or collaboration do you have for teams who want to work together to make a difference over the long term? ● To prepare for guest speaker(s), ask club officers to lead the class in a short planning session. Think about which students will ask each interview question and who will take notes. ● After the visit, ask students to write brief thank you notes to the guest speaker. Explain that a thank you note isn't only about showing respect. Appreciation and celebration can help groups collaborate and work through problems. ● Moving toward project planning, help club officers lead a reflection discussion: Which ideas from the guest speakers connect best with the club's strengths, interests, and goals? Guide students to identify which partners and projects would be most realistic for a student-led club. ● Ask students to write an Inquiry Notebook entry using the End of Project prompts. 	<p><i>If a synchronous or in-person visit is not possible, ask the guest speakers to record a video of themselves answering the students' questions.</i></p> <p><i>You may want to use sentence starters to help students write thank you notes, such as: "I liked learning about . . ." or "Your talk made me think about . . ."</i></p>
2 to 3 hours	<p>7. Prepare Project Plans</p> <ul style="list-style-type: none"> ● Tell students they will work together to create two project-planning documents: a project plan and a collaboration and communications plan. 	

- Explain that these documents are tools that can help groups collaborate and communicate clearly—not just worksheets. Emphasize that this work also builds professional skills: agreeing on roles, asking for feedback, and following through on changes.
- Ask club officers to lead the group in developing the [Project Plan](#). Before completing this plan, the officers can help the group consider, debate, and vote to determine:
 - Which community partner to work with
 - What project to do with this partner
- Support students in completing the Project Plan, asking questions to help them clarify their goals, processes and needs. Provide advice on what may or not be doable and what students might need supervision, permission, or resources to do.
- Ask students to work in small groups to talk about a time in their lives when communication was a problem. Have they had a disagreement with a family member or friend related to communication? What happened? What could have prevented this problem? Ask a few students to share their answers with the group; a club officer may facilitate this conversation.
- Introduce students to the concept of planning for communication and collaboration. You might point out this is something students already do. Classroom routines, like raising hands to speak, are communication and collaboration plans. They set clear expectations. In business or student-led service-learning planning, writing down plans so everyone can see them can help things run smoothly.
- Support a club officer in introducing the [Collaboration and Communication Plan](#) and in leading the class to complete it as a group.
- Explain that if the students decide to put this plan into action, their next steps will be to:
 - Seek feedback on these plans from their community partner.
 - Make changes to the plans based on new information.
 - Hold a club vote to accept the plans.
 - Store the plans in a place it is easy for people to find, so they can refer to and remind themselves of the plans.

[Project Materials – Item F. Project Plan](#)

Student voting is a collaboration method that can promote the sustainability of a student-led organization. However, it is important for teachers to limit student choice when appropriate.

[Project Materials – Item G. Collaboration and Communication Plan](#)

2 to 3 hours

8. Reflect and Celebrate

- Ask the class to brainstorm ways they could reflect on their learning in an ongoing fashion as a student-led service club. Explain or demonstrate examples such as:
 - Inquiry Notebooks (already in use in this project)
 - Surveys/Polls
 - Circle conversation or storytelling
 - Before/After drawings, photos, data and captions
- Have the students discuss and decide on a reflection method they would like to try as a club. Then prepare the assigned student to lead a reflection at the end of this stage.
- Next, review the ways that students have already *celebrated* during this Impact Project, such as by writing notes describing things other students are good at and writing thank you notes to guest speakers.
- Share other ways that teams celebrate each other, and the work they are doing, to promote collaboration, such as a party, awards ceremony, scavenger hunt, or playing a game or sport.
- Ask officers to lead students in selecting one way to celebrate their work in this Impact Project. Together, students may plan a celebration event of their choice.
- Students should lead the event-planning process, putting into practice the planning methods they used to draft their service-learning planning documents. They might pursue them in a simpler fashion by making a list of what the celebration should look and feel like and assigning roles and tasks.
- After the celebration, ask the reflection leader to guide students to reflect on the celebration event. Help the student leader ask for feedback on questions like:
 - What impact did the celebration have on you?
 - Do you think the collaboration and communication process was successful in planning the celebration? What could be improved?

Impact Statement Prompt

After completing the *Service Learning* lessons and Creating a Student-Led Service Club Impact Project, ask students to review all their Inquiry Notebook entries and reflect on their experience. Direct students to write an [Impact Statement](#) to respond to the following prompt:

- **Think about the collaboration and communication skills you've learned as you developed your student-led service club. Review your inquiry notebook entries. How has this project impacted you? How might the work of your club impact the community?**

Variations and Extensions

VARIATIONS

1. General Differentiation and Scaffolding

- Lower-level students may require more support, guidance, and modeling from the teacher during the project development. If so, provide it in a way that keeps students the key decision makers. Simplify the handouts by guiding students to use sentence starters to complete them. Consider providing additional support to student leaders.
- In a multilevel class, consider organizing student groups in a way that ensures mixed abilities are represented within each group so students can support each other.
- Encourage higher-level students to take on more linguistically demanding roles of the project, such as being a club officer.

2. Develop Vocabulary Related to Service Learning

- Choose 6 to 8 essential vocabulary words from the *Service Learning* lesson plans and write them on the board. Ask students to work in pairs to brainstorm related words, phrases, or examples.

3. For virtual environments

- If your class meets virtually, use breakout rooms to create spaces for small group meetings. Think carefully about the types of service-learning activities that can be completed online. Use collaboration software to create and store shared documents. Include instruction and guidance about digital literacy and ways online collaboration may differ from in-person collaboration.

EXTENSIONS

- **Launch Club Social Media:** Guide students to develop a social media page for the student-led service club that includes the club's mission statement, highlights key interests of club members, and shares stories or content related to community needs and resources.
- **Collect Oral Histories from Community Partners:** If students enjoy the class visits from members of community organizations, they may want to learn more about partners' work and its history. Collecting stories and sharing them with the community organization can be a good way to celebrate that potential community partner's work.

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Creating a Student-Led Service Club – Project Materials

SERVICE LEARNING: IMPACT PROJECT

A. 7 Steps to Establish a Student-Led Service Club

Follow the steps below to guide your work as you organize your student-led service club.

1	ESTABLISH COLLABORATIVE ROLES: Determine how your student-led service club will be organized. What leadership positions will be needed? How will the leaders be chosen? What responsibilities come with each role?
2	CREATE A MISSION STATEMENT: Create a mission statement that can be shared with community partners and others to tell them what your club is all about. What do you hope to accomplish with your club? What do you expect the impact on your community will be?
3	IDENTIFY YOUR INTERESTS: Your club members are the best resource you have for making a difference in your community. Find out what interests and talents your members have – and what skills they’d like to develop through service learning.
4	FIND COMMUNITY RESOURCES: Meet as a club to brainstorm ideas for serving the community. What are the needs? What groups are working to solve problems? What types of activities are they doing?
5	FIND A COMMUNITY PARTNER: If possible, find a community organization or connection to partner with. They may have tips or ideas for projects that support their work in the community. They may also be able to offer good advice about how to work together with others.
6	PLAN A PROJECT: Use what you know about your club members’ interests, talents and resources and design a service-learning project to meet a need in the community.
7	PLAN WAYS TO CELEBRATE AND REFLECT: Teams work better when they stop to notice what they have done and how it helped. After each step, take time to reflect and celebrate. Also plan ways to thank team members and community partners for their help.

B. Define Roles

Collaboration works best when every person understands their job!

Depending on the size of your group, you may want to choose one or more students to take longer-term leadership roles. Often these leaders are called club “officers.” Talk together and decide on which “officer” positions that are right for your service club. Consider one or more of the following:



- **PRESIDENT:** You may want to choose a club president. This person will work with the other club officers to promote smooth collaboration, lead club meetings and make sure that the club’s work is aligned with the group’s service-learning goals.
- **VICE PRESIDENT:** You may also want a vice president to support the work of the president.
- **SECRETARY:** Some clubs find it useful to have a secretary who keeps notes about club meetings and keeps track of project plans.
- **OTHER OFFICERS:** If you would like, you can choose other officers to be in charge of things like celebrating the team or managing tasks (making sure everyone has what they need to complete work). It is often simplest to ask people to do these jobs when they are needed.

Selecting leaders: Once you have decided on officer roles, you need to determine how long officers will serve and how they will be selected. Many clubs vote for officers at the beginning of a school year and ask them to serve in their roles during the entire school year.

What leadership roles do we need?	How long will leaders serve for?
How will leaders be selected?	
What jobs or tasks should leaders do?	

C. Write a Mission Statement

A **mission statement** for your service club helps you and others identify your purpose. It says why you exist. A mission statement doesn't need to be about any one project. It can talk about how you choose projects to work on and what it feels like to be part of the club.



A. Start by choosing a few options, and feel free to add additional words or ideas.

- Has tasks your club members enjoy doing
- Club members can learn skills they want to learn
- Direct service
- Indirect service
- Research
- Championing
- Focused on using English
- Working outdoors
- Working with people
- Working with animals
- Measuring impact with numbers
- Measuring impact with stories about what happened
- Measuring impact with pictures

B. It's important to think not only about *what* you do, but what you want your club to *feel* like, both for club members and the community. Check a few words or ideas to help you craft your mission statement. Feel free to add additional words.

- Kindness
- Respect
- Fun, play or laughter
- Hard work
- Creativity
- Active/Athletic
- Serious
- Brave
- Thankful

After brainstorming, choose the ideas that represent the work of your club the best. Then create a mission statement that you can use when you tell other people about your club. An example format:

We focus on [words from group b] through our work with [words from group a]

Write your Mission Statement Below:

D. Our Interests



We all have things we're good at, things we enjoy, and things we'd like to learn. We also have activities that we are less interested in doing. While not all of your work as part of a student-led service club will perfectly match your interests, it's important to think about your group's skills, goals, likes, and dislikes. A service club that can sustain activity over time is one where students find value in what they're working on.

What am I **good** at?

What do I **like** to do?

I would like **to learn** about . . .

I would like **to get better at** . . .

My **least** favorite tasks or activities are . . .

E. Finding Community Resources

Think about your school or community. What problems are people facing, and how are they responding to the challenges? With your group, select **one** issue that is important to you. Try to find out more about the problem and about NGOs, local groups, or leaders who are working to respond. You can research by:

- talking to friends or family members
- reading or watching local news stories or looking online
- reviewing websites of organizations or groups that are trying to help—you may want to review their mission statements as well as recent photos or social media posts

Part 1

Name the community problem or need.
What are some of the causes of the problem? What are some of the impacts or effects?

Part 2

Find 1 to 3 groups, leaders or organizations that are working to solve this problem. What does each group do?		
1.	2.	3.

Part 3

Are these groups working to prevent the problem (deal with the cause) or deal with the effects? Write cause or impact in each box above.
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Part 4.

Review the information you have collected. Which of these groups is most interesting to you? Why?

F. Project Plan

Work with your club members to make your project plan. Think about your goals and the steps your service club will take to complete your plan.



Project Overview

Name of Club

Name of Project

Community Partner Name and Contact Information

Project Goal(s)

Project Timeline

- Start Date:
- End Date:
- How often will we work on the project?
- How often will our club meet to talk about the impact of our learning on us?

Project Details

What tasks will we do?

Where will we do our work?

How will we measure our impact on the community?



G. Collaboration and Communication Plan

Work with your club members to make a plan for effective collaboration and clear communication.

What are two things we can do to have a good relationship with our community partner?

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What is **our partner's role** in this project? What should **they** be in charge of?

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What is **our club's role** in this project? What are **we** in charge of?

--

What are the roles in our group? Who is in charge of what?

--

Where will we store information, photos and notes for club members? How will we communicate?

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What are two things we can do to make sure our club members communicate well with one another?

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