

# COMMUNITY MAKEOVER

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## Lesson Descriptions

### **Community Makeover 1: Intro to Makeover Challenge**

*What is the Roads to Success Makeover Challenge?*

### **Community Makeover 2: Brainstorm!**

*What class project will most benefit our community?*

### **Community Makeover 3: Planning the Pitch**

*How will we create an effective project pitch?*

### **Community Makeover 4 & 5: Drafting the Pitch**

*What makes for a successful team?*

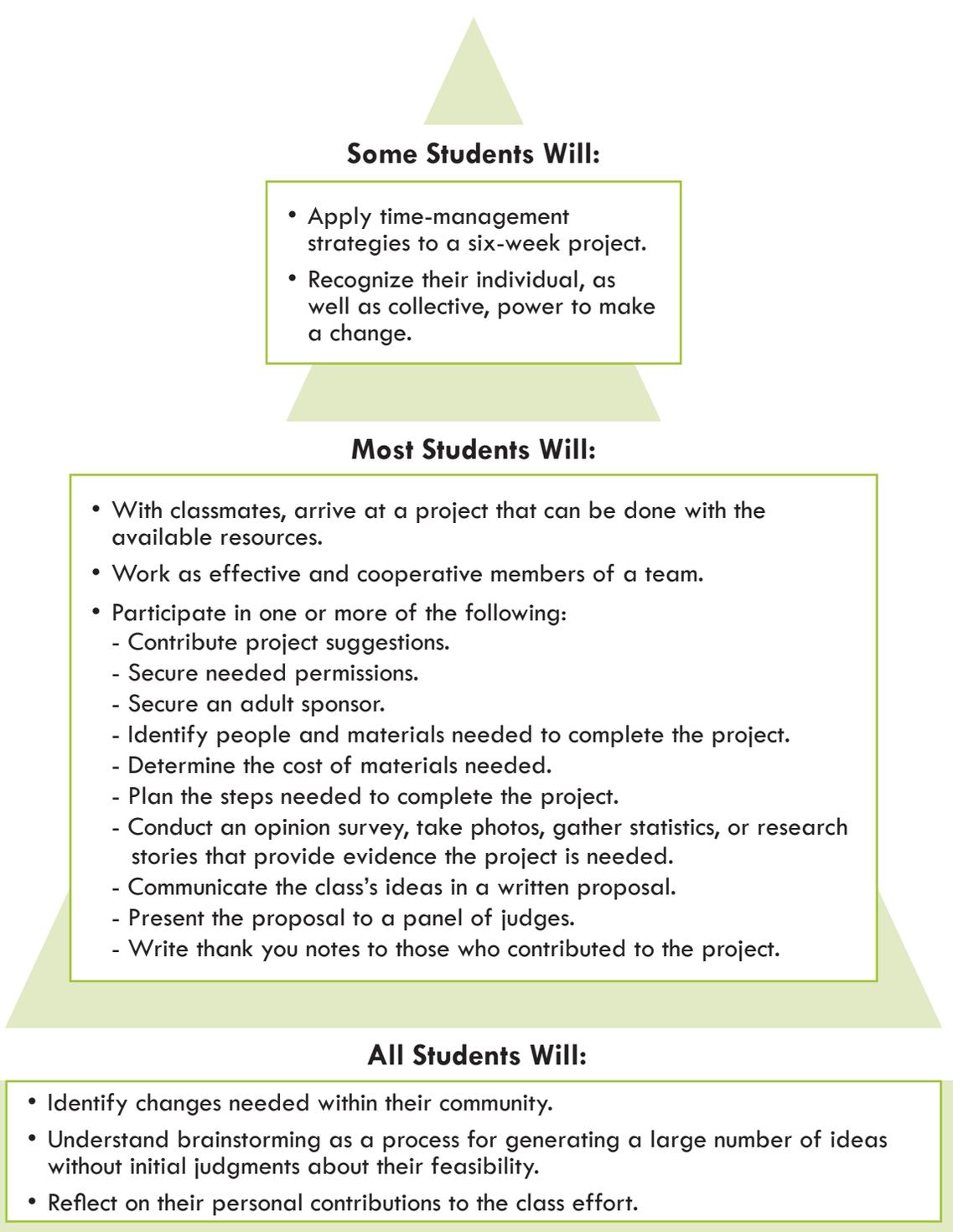
*How are we going to create our pitch?*

### **Community Makeover 6: Perfecting the Pitch**

*What will I take away from my experience working on the Community Makeover Challenge?*

# PLANNING PYRAMID

## GRADE 8, Unit 5, Community Makeover



### Some Students Will:

- Apply time-management strategies to a six-week project.
- Recognize their individual, as well as collective, power to make a change.

### Most Students Will:

- With classmates, arrive at a project that can be done with the available resources.
- Work as effective and cooperative members of a team.
- Participate in one or more of the following:
  - Contribute project suggestions.
  - Secure needed permissions.
  - Secure an adult sponsor.
  - Identify people and materials needed to complete the project.
  - Determine the cost of materials needed.
  - Plan the steps needed to complete the project.
  - Conduct an opinion survey, take photos, gather statistics, or research stories that provide evidence the project is needed.
  - Communicate the class's ideas in a written proposal.
  - Present the proposal to a panel of judges.
  - Write thank you notes to those who contributed to the project.

### All Students Will:

- Identify changes needed within their community.
- Understand brainstorming as a process for generating a large number of ideas without initial judgments about their feasibility.
- Reflect on their personal contributions to the class effort.

# ROADS to SUCCESS

Grade 8

Community Makeover

Family Newsletter

**Roads to Success** is a new program designed to help middle and high school students prepare for their futures. This newsletter will keep you posted on what we're doing in school, and how families can follow through at home.

## Did you know?

Volunteering is a habit that lasts.

People who volunteer as kids are twice as likely to volunteer once they become adults.

They're even *more* likely to volunteer if they're parents volunteered, too.

## Volunteering

Why would anybody work for no pay? This may be the first thing that crosses your son or daughter's mind when you mention volunteering. But it shouldn't be the last.

### Reasons to Volunteer

Being a volunteer is rewarding—for the helper as well as the person being helped. Here are a few of the benefits:

Helping others gives a sense of purpose and belonging. Volunteering helps your teen feel connected to his community. It also builds self-confidence.

Volunteering helps your teen develop workplace skills like responsibility and teamwork. It's the perfect way to try out a career to see if it's a good match for her interests and skills.

Doing a good job as a

volunteer provides your teen with references—people who can confirm that he's a hard worker when it's time to apply for college or a job.



Finding volunteer work is also a great way to practice job-hunting skills. Here are some tips to get your teen started.

### Finding the Job that Fits

Building, beautifying, caring for animals, collecting clothing, delivering food, fundraising, making hospital visits, reading to younger kids, teaching computer skills... the possibilities are endless!

Student volunteers should think about how much time they have to offer, what they're good at (or what they want to learn more about), and the kind of work environment they'd like. For a list of opportunities in your area, try [www.volunteermatch.org](http://www.volunteermatch.org).

### Honor Your Commitment

Once your student finds volunteer work, encourage her to treat it as she would a paying job. People are counting on her, so showing up on time treating coworkers with respect, and following through on her promises are important.

### Reflect

Finally, help your teen see his volunteer work as a learning experience. Recognizing what he loved (or didn't) will help him discover the career path that's right for him.

## Grade by Grade: Community Makeover

This semester, Roads to Success eighth graders will have a chance to design a project to benefit their community. In this six-week project, each class will identify a

need in their school or neighborhood. Then they'll create a plan to improve things, complete with a budget and timeline.

Finished proposals will be reviewed by a team of judges. The winning class will get to put their ideas into action.

For more info, visit [www.roadstosuccess.org](http://www.roadstosuccess.org).



## Introduction to Makeover Challenge

### The **BIG** Idea

- What is the Roads to Success Makeover Challenge?

### AGENDA

Approx. 45 minutes

- I. Warm Up: The Hot Potato Magic Wand Gripe Session Game (10 minutes)
- II. “The Roads to Success Makeover Challenge!” (10 minutes)
- III. Ideas, Ideas, Ideas (10 minutes)
- IV. Wrap Up (5 minutes)

### MATERIALS

- STUDENT HANDBOOK PAGES:**
  - Student Handbook page 40, The Roads to Success Makeover Challenge!
- FACILITATOR PAGES:**
  - Facilitator Resource 1, Gripes, one copy per class
  - Facilitator Resource 2, Teenagers Taking Action
  - Facilitator Resource 3, Planning a Celebration Event
  - Facilitator Resource 4, Thanks, I Needed That
  - Facilitator Resource 5, The Joys of Philanthropy
- LCD projector (optional)
- One piece of paper, 8-1/2” x 11” (preferably colored)
- Tape

### OBJECTIVES

During this lesson, the student(s) will:

- Think critically about changes needed within their community.
- Recognize their individual, as well as collective, power to make a change.

## OVERVIEW

Teenagers primarily live in a world where adults make the rules, and young people have very little input. Parents and authorities dictate what teens can and can't do, in their neighborhoods as well as schools. Consequently, teenagers often feel powerless, and underestimate the influence they might have on their community. In this lesson, students discover they have tremendous power as individuals, and as a group, to change their world — by identifying community problems, and using their creativity and energy to pursue positive solutions. They learn about “The Roads to Success Makeover Challenge”—a contest that gives them a real-life opportunity to make a difference.

## PREPARATION

- List the day's **BIG IDEA** and activities on the board.
- Obtain an LCD projector in advance of teaching this lesson.
- Make a “t” shaped chart on the board, and label the left side “Gripe,” and the right side, “Fix.” Write some or all the gripes from **Facilitator Resource 1, Gripes**, onto the board under “Gripe.”
- For **Activity III, Ideas, Ideas, Ideas**, you will need to create groups of four. Lower-level learners should be grouped with academically strong students. **NOTE:** Students will work in these groups for **Activity II** in next week's lesson.
- To assist students in brainstorming project topics during **Part III, Ideas, Ideas, Ideas**, print out a class set of 15 project ideas from the websites provided on **Facilitator Resource 2, Teens Taking Action**. Follow the directions listed below each website.
- In addition, copy **Facilitator Resource 2, Teens Taking Action** (one per student). Suggest they look at the websites on their own during the week.
- Read **Facilitator Resource 3, Making the Project Happen** and begin planning with your school administration.

## IMPLEMENTATION OPTIONS .....

This project-based learning unit can be highly rewarding to students who complete it successfully. Identifying potential problems and troubleshooting in advance will help things go more smoothly later.

ISSUES:	TIPS:
Some students may not see the benefit of helping others.	<ul style="list-style-type: none"> <li>• Team up with an organization like Penny Harvest (<a href="http://www.commoncents.org">www.commoncents.org</a>), which exists to teach students civic engagement.</li> <li>• Have representatives from “helping” organizations pitch their needs to students.</li> <li>• Provide students with background information on philanthropy. (See <b>Facilitator Resource 4, Thanks, I Needed That</b> and <b>Facilitator Resource 5, The Joys of Philanthropy</b>, for details.)</li> <li>• Provide extrinsic rewards (certificates and celebrations) for participants.</li> <li>• Schedule the Community Makeover early enough in the year so eighth graders will be around to see the results of their efforts.</li> </ul>
Many eighth grade students will have difficulty constructing realistic, long-term plans.	<ul style="list-style-type: none"> <li>• Provide examples of successful past projects.</li> <li>• Help students with scale and costs. For example, a new running track (proposed by students at more than one school) would cost millions of dollars; repainting the snack shack might cost hundreds of dollars.</li> <li>• Consider projects that involve a single fund-raising effort for a favorite cause.</li> <li>• Consider short-term projects that can be done during class time, for example, writing letters to servicemen and women.</li> <li>• Consider projects that require the donation of items found at home, for example, outgrown clothing or canned goods.</li> </ul>

<p>In many classes, the four designated committees will be too large to work together effectively.</p>	<ul style="list-style-type: none"> <li>• Subdivide committees and assign smaller tasks to each.</li> <li>• Place suggestions for next steps in each group's folder prior to the next class meeting.</li> <li>• Assign students specific roles within groups.</li> <li>• Consider splitting the class into two groups, each with its own committees, to work on two proposals simultaneously.</li> </ul>
<p>Coordination between committees will be needed.</p>	<ul style="list-style-type: none"> <li>• Designate a chairperson or liaison for each committee. These designated people are the only people authorized to visit other groups during committee work.</li> <li>• Schedule frequent check-ins between groups, for example, at the beginning of class and 10 minutes before class ends.</li> <li>• Problem solve as a whole class whenever needed.</li> </ul>
<p>Administrators and partner organizations will need updates on plans.</p>	<ul style="list-style-type: none"> <li>• Include all stakeholders from the outset, and provide frequent updates. Ask who else will need to be involved, including other faculty members (as chaperones) or custodial staff (to supervise student work).</li> <li>• Once administrators have been apprised of students' plans, you may wish to have students approach them directly for permission.</li> </ul>

<p>Written work will need to represent students' best efforts.</p>	<ul style="list-style-type: none"> <li>• Assign specific people to the writing tasks.</li> <li>• Enlist a willing language arts teacher to help in the editing process, perhaps as a class assignment, or for extra credit.</li> <li>• Emphasize that students' ideas will be represented by their written work.</li> <li>• Provide laptops, if available, for written work.</li> <li>• Provide alternative means of delivering proposals, for example, PowerPoint presentations or posters.</li> </ul>
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If your class is older, and you don't think they'll enjoy the playfulness of a "magic wand," try the following **Warm Up** instead: cut the Facilitator Resource gripes into strips, and put them into a hat. Ask your students to jot down some complaints they have about their school or community, and put them in the hat, too. Then take turns picking gripes out of the hat, and suggesting solutions. Chart the gripes and fixes on the board in the manner as described. Assign a volunteer to keep track on a piece of paper, so the class can consider them as project ideas later.

For **Activity III, Ideas, Ideas, Ideas**, if the students are excited and full of ideas, lead them in a brainstorming session instead of perusing other people's projects. Designate one student to act as the recorder to write down any and all ideas that pop up during the discussion.

If students struggle to generate ideas, use **Facilitator Resource 4, Thanks, I Needed That** and **Facilitator Resource 5, The Joys of Philanthropy** to help them generate ideas.

**In general, please note the following:**

- 1) During this six-week lesson plan, you can make time adjustments as needed. If a lesson is finished more quickly, move on, or if you need more time to complete it, carry it over to the next week. Just keep an eye on the overall picture so every class finishes their project pitch on time.
- 2) If more than one class wants to address the same problem, allow them to make that choice. Tell them, during the decision-making phase, that another class is working on (or considering)

a similar topic, without giving any details about the other class's approach. If they still want to pursue the topic, let them do it.

- 3) If your students find a section of the project difficult to execute in their committees, feel free to complete any (or all) parts of the project as a class.

## ACTIVITY STEPS

### I. Warm Up: The Hot Potato Magic Wand Gripe Session Game (10 minutes)

1. [When students arrive, tell them class will start with a quick game, and you need a volunteer to record what's said during the game. Give the volunteer your copy of the **Facilitator Resource 1, Gripes**, and instruct him/her to jot down the answers students give next to the corresponding gripe. Suggest he/she use shorthand, such as one-or-two word answers, so he/she can keep up with the game's quick pace. Tell him/her you will do the same on the board, but the wording doesn't have to match. His/her job is to keep a record so the class will have a hard copy they can refer to later.]
2. [Explain that a gripe is a complaint, and the gripes on the board are some complaints teenagers have had about their schools and/or communities. Show students the wand, and explain that during this game, they will have the power to fix these gripes, just by coming up with a solution, and waving the wand. Game play is similar to "Hot Potato," but instead of passing around a potato, they will pass the wand.]
3. [Selecting gripes at random, you will read one gripe out loud, while the students pass the wand. Be a little cagey about how you read—fast, slow, mixing it up—to keep the class from anticipating whose turn it will be next. Then shout "STOP!" Whoever has possession of the wand must come up with a reasonable solution to fix the gripe you just read. You jot the answer on the board and the volunteer writes it on the paper.]
4. [Proceed until all gripes are solved, or five minutes is up.]
5. [Point to the board, where there are now fixes beside the gripes. Congratulate the class on making so many positive changes to their community, just by waving the magic wand. Now, dramatically, rip up the wand, or toss it aside. Ask the class if they know why you're destroying it. Hopefully someone will guess why, but if not, tell them "it's because you don't need magic to make any of these changes."]
6. [Refer again to the board.]

**SAY SOMETHING LIKE:** On your own, you came up with great solutions to these problems. And if you put your ideas into action, you'd improve the community. If you're thinking, *How could we? We're just a bunch of kids...* think again. Later in class

you are going to see some Community Makeover projects that previous Roads to Success students put into action. If they can do it, there is no reason why you can't, as well.

## II. "The Roads to Success Makeover Challenge!" (10 minutes)

1. [Explain to the students they will spend the next five lessons working on a proposal for a project to change their community. They will enter as a class, and compete against all the other Roads to Success classes in the grade. The class that submits the best plan for a project to improve the community will put their project into action. Tell students that the local media will be notified, although you make no promises of national fame and glory. Their school will, of course, announce the winners publicly, and everyone who benefits from the change will be made aware of who is responsible.]
2. [Ask students to turn to **Student Handbook page 40, The Roads to Success Makeover Challenge!** Review the sheet, calling on different students to read aloud the various rules. Field questions as they arise, and make sure everyone has a good understanding of what's expected of them.]
3. [If you know who the judges are, announce this to the students. If you don't know, describe a few possible scenarios: an impartial team consisting of teachers, school administrators, upper classmates, and/or local community leaders.]

## III. Ideas, Ideas, Ideas (10 minutes)

1. [Divide the class into groups of four (see **Preparation** section).]
2. [Tell students they will spend the rest of this class, and the beginning of the next, researching ideas and deciding on a project. Suggest they start the process by reviewing projects other teenagers are doing, or have done, to improve their communities. They can also refer to the problems and solutions they discussed during the **Warm Up**.

Each team needs one facilitator (who will solicit ideas from team members) and one reporter (who will write down team members' ideas).]

3. [If you think your students will struggle to come up with project ideas on their own, give each student a copy of the printouts describing project ideas from **Facilitator Resource**

**2, Teens Taking Action**, which lists websites for teens that describe community action and teen-driven projects (see **Preparation** section). Explain to the students that they should jot down ideas as they read, to share with the class next week (see **Implementation Options** for suggestions).]

#### **IV. Wrap Up (5 minutes)**

1. [Ask students to spend this next week thinking critically about their community, and ways they might improve it. Distribute **Facilitator Resource 2, Teens Taking Action** to each student. Suggest that students look into the websites on their own, before next week's class. They should come to class with two ideas to share with their classmates.]
2. **SAY SOMETHING LIKE:** Keep your eyes and ears open, and ask family and friends what they think, too. Listen to everyone's gripes and complaints, and see if anything strikes a chord in you. You have the chance to make a difference in your community. So think hard and dream big! And the "makeover" winner just might be YOU.

## GRIPES

There's no place in town to hang out after school or on weekends.

The park's so full of trash it looks like a dump.

Crossing the street to and from school is dangerous.

Why can't we shoot hoops during the school lunch break?

Senior citizens freak out when they see teenagers.

There's never anything good to eat in the school cafeteria.

There's no safe spot in town to leave my bike.

The football/soccer scoreboard's been broken forever.

We don't have Internet at home, and there isn't any time during the day to surf the Web on the school computers.

The best ramps to skateboard are off limits.

The halls in this school are ugly and depressing.

Daycare's so expensive in this town that I have to go home every day to babysit my little brother.

## Teenagers Taking Action Resources

### 1. <http://pbskids.org/zoom/activities/action>

PBS series ZOOM is “by kids, for kids.” This part of their website is a great place to “zoom into action.”

- Click on “How You Can Help.”
- You will see 10 categories with suggestions of ways to help—from animals to voting. Click on the links and print out any projects that look interesting.

### 2. <http://www.idealists.org/>

You will find links and information on volunteering, volunteer organizations and projects. Prepare to be inspired!

- Explore volunteer opportunities.
- Print out any projects that you’d like to consider.

### 3. <http://www.nationalsave.org>

Interested in violence prevention? This website tells you how to start a chapter of SAVE (Students Against Violence Everywhere) in your school. Click on “Tools”/“Service Projects” for project ideas.

- Click on the “Tools” button, and then click on the “Service Projects” button.
- You will see a list of project ideas.
- Print this page.

### 4. <http://www.byggpub.com/books/tg2rw/volunteer.htm>

This is an online resource for the book *The Teenager’s Guide to the Real World* by Marshall Brain. It describes 20 ways for teens to help other people by volunteering, with links to specific projects.

- Print the whole list, or click on the links for details.

## Planning a Celebration Event

The Community Makeover represents a wonderful opportunity for community involvement and recognition for your students and school. You may want to capitalize on this opportunity by hosting a judging event and announcement of the winning project, or an event to unveil the completed work on the winning proposal.

### Below are some planning tips:

- Determine which event will best suit your students' projects and schedule tentative celebration dates. Coordinate the dates with your school(s) to ensure they don't conflict with planned school events. In some instances, you may want to combine the makeover celebration with a school assembly that is already scheduled. Networking in the community might provide you with resources to secure a local celebrity to make an appearance (e.g. local politician or community figure). Consider proposing several possible dates to accommodate his/her schedule.
- There may be some school organizations or community groups that have experience coordinating an event, especially if the project is related to their own work. For example, the Chamber of Commerce might be interested in helping with a community beautification project, and a school improvement team might help with a school-based project. These individuals may volunteer to assist with refreshments, media, invitations, etc. These individuals may also have recommendations for who should be invited, including school board members, district staff, community leaders, etc.
- Once the date is set and a speaker secured, begin the invitation process. Attached is a sample guest invitation form you can use when planning your event. Feel free to edit for your own needs.
- Contact the local media and/or school newspaper and make them aware of the project. You may have students within each of your classes volunteer to make statements about their projects to be included in a local news story. **NOTE: You must follow school policy re: parental permission for students whose names, images, or voices are used.**
- Take pictures of your students while they work on their proposals and projects. These can be used for a slideshow, website, or news article later on. Follow school policies re: parental permission for any public use of the photos.
- Create an agenda and consider creating a script if students will be speaking.
- If time and facilities allow, display pictures or a slide show of your students' work on the proposals or projects.
- Remember to recognize your volunteers during the celebration and follow up with thank-you notes after.



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## EVENT INFORMATION

Today's Date: \_\_\_\_\_

Event Name: Roads to Success Community Makeover Challenge

Date of Event: \_\_\_\_\_

Time Event Begins: \_\_\_\_\_

Reception Time: \_\_\_\_\_ Meal Time: \_\_\_\_\_

Circle all that are applicable:      Breakfast      Lunch      Dinner

Time Event Ends: \_\_\_\_\_

Detailed Description and Purpose of Event: *(Please Attach)*

Location and Address of Event: \_\_\_\_\_

Room #: \_\_\_\_\_

Directions to Location:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Primary Contact Person: \_\_\_\_\_

Phone: Day \_\_\_\_\_ Evening \_\_\_\_\_ Cell \_\_\_\_\_

Dress (Circle Appropriate):      Casual      Business      Black Tie

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## PRESENTATION INFORMATION

Role of Guest Speaker (Fill in Name): \_\_\_\_\_

**Example:**

*Present the winning eighth grade Roads to Success Community Makeover Challenge Award. Congratulate and stress the importance of community service and volunteerism.*

Expected Length of Presentation: \_\_\_\_\_

Dignitaries Attending:

\_\_\_\_\_  
\_\_\_\_\_

Expected Attendance: \_\_\_\_\_

**Example:**

*School Officials; Student Body; Local Officials*

Open to Public? \_\_\_\_\_

Open to Media? \_\_\_\_\_

News Release by Group? \_\_\_\_\_

Who Will Meet Guest Speaker (Fill in Name) Upon Arrival?

\_\_\_\_\_  
\_\_\_\_\_

Special Issues/Topics Important to Group:

\_\_\_\_\_  
\_\_\_\_\_

**Example:**

*Community Service and the important role it plays in a successful community. The positive contributions our youth make and the control they have in creating a better world for themselves and others. Reiterating the purpose of Roads to Success's mission; linking education and career/life goals.*

**Attached to this Guest Event Planner Form are the following:**

- |              |   |
|--------------|---|
| _____        | Invitation List (if applicable)         |
| <u>  X  </u> | Speaking Points                         |
| <u>  X  </u> | Roads to Success Background Information |
| <u>  X  </u> | Agenda                                  |

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## ADDITIONAL ITEMS

**The Guest Speaker (fill in name) will be presenting awards to students during the presentation. We will have those certificates and awards prepared and will assist during distribution to streamline the event.**

Explain the type of award/certificate etc. and the format for distribution.

**Example:**

*You will be given a list of students identified in groups by their class. Students will be recognized in the audience and asked to stand. This gives all students an opportunity to be recognized for participation.*

*We will provide you with the names of the winning group to be announced and brought to the stage. A large check will be presented and photos taken.*

*A photo session will take place immediately following the awards ceremony.*

### Speaking Points

**Example:**

*Empowering students to value volunteerism and community responsibility will have far-reaching benefits for both our youth and our community.*

- Importance of volunteerism and the rewards of giving back
- Important role youth play in the success of their communities
- Linking education to a successful future

### Background Information

- Roads to Success helps students acquire important workplace and life skills while proactively planning to achieve their post-secondary education and career goals. Through its weekly in-class sessions, Roads to Success helps teenagers foster a sense of hope about their future, giving them tangible reasons to continue and succeed in school.
- Students in Grade 8 are competing in a Community Makeover Challenge. The students identify an issue in their school or community and brainstorm solutions to fix it. The students are putting together a proposed plan to address the identified need. They have to create a proposal, recruit volunteers, and present their ideas for funding. A committee will evaluate the presentations and select a winner.



## Sample Agenda

### Roads to Success Community Makeover Challenge Award

#### Spencer Middle School Auditorium:

**9:00 am: Introductions & Welcome**

*A more detailed agenda delineating the responsibilities of each individual would be provided prior to the event.*

*Example:*

Welcome - Facilitator or School Official

Introductions - An Roads to Success student gives introduction

Etc.

**9:15 am: Guest Presenter**

*Awards Presentation*

*Roads to Success Community Makeover*

*TIFU & RAZE Student Recognition*

**9:45 am: Student Photos with First Lady**

**10:00 am: Students Return to Classes.**

#### Spencer Middle School Library:

**10:15 am: First Lady Reception**

## Thanks, I Needed That

Think about a time when someone did something nice for you. It could be a gift of something you always wanted, help with a problem you were trying to solve, or just an encouraging word when you needed it.

Use the space below to describe what happened, and how it made you feel. Volunteers will be asked to share their stories with the class.

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## The Joys of Philanthropy: Make Your Predictions

The quotes below explain how four different people feel about helping others. Next to each quote, write the name of the person you think said it. Below the speaker's name, write the project they support. You may choose from the answers at the bottom of the page.

Well, everyone has to do something, but I'm really passionate about it...

Speaker: \_\_\_\_\_  
 Project: \_\_\_\_\_

Whatever success I've enjoyed in this life, I trace right back to [my mentor] and the lessons he taught me.

Speaker: \_\_\_\_\_  
 Project: \_\_\_\_\_

It brings purpose to my life.

Speaker: \_\_\_\_\_  
 Project: \_\_\_\_\_

It taught me the meaning of responsibility... I really think that anyone that participates... will come out as a person changed for the better.

Speaker: \_\_\_\_\_  
 Project: \_\_\_\_\_

### Answers:

Speaker: <b>Hannah Taylor</b> (Canadian student, age 11) Project: <b>Lady Bug Foundation</b> Description: Helps homeless people.	Speaker: <b>Abbisola</b> (Brooklyn student, PS 398) Project: <b>Common Cents</b> Description: Collects money to help different organizations.
Speaker: <b>Melvin Francisquini</b> (NYC resident) Project: <b>NY Cares</b> Description: Provides meals and friendly visits to senior citizens and people living with HIV/AIDS.	Speaker: <b>Denzel Washington</b> (Actor) Project: <b>Save Africa's Children</b> Description: Provides support to African children affected by HIV/AIDS, poverty, and war.

## The Joys of Philanthropy: Answer Key & Explanation

The quotes below explain how four different people feel about helping others. Next to each quote, write the name of the person you think said it. Below the speaker's name, write the project they support. You may choose from the answers at the bottom of the page.

Well, everyone has to do something, but I'm really passionate about it...

Speaker: **Hannah Taylor**

Project: **Ladybug Foundation**

Whatever success I've enjoyed in this life, I trace right back to [my mentor] and the lessons he taught me.

Speaker: **Denzel Washington**

Project: **Save Africa's Children**

It brings purpose to my life.

Speaker: **Melvin Francisquini**

Project: **NY Cares**

It taught me the meaning of responsibility... I really think that anyone that participates... will come out as a person changed for the better.

Speaker: **Abbisola**

Project: **Common Cents**

### Answers:

Speaker: <b>Hannah Taylor</b> (Canadian student, age 11) Project: <b>Lady Bug Foundation</b> Description: Helps homeless people.	Speaker: <b>Abbisola</b> (Brooklyn student, PS 398) Project: <b>Common Cents</b> Description: Collects money to help different organizations.
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## The Joys of Philanthropy: Answer Key and Explanation

What do the people featured on The Joys of Philanthropy page have in common?

Only one of them is rich. Two of them are kids. Three of them have helped donate one million dollars to charity.

Here are their stories:

### DENZEL WASHINGTON

Quote: Whatever success I've enjoyed in this life, I trace right back to [my mentor] and the lessons he taught me. (Denzel is speaking about the influence of the Boys and Girls Clubs when he was a young person.)

Project: Save Africa's Children

Save Africa's Children (SAC) is an African-American-founded organization, providing direct support to children affected by HIV/AIDS, poverty, and war throughout Sub-Saharan Africa. SAC partners with American and African churches, individuals, grassroots organizations, government and corporate sectors to meet the basic needs of the most vulnerable; endeavoring to build a dynamic, diverse movement to restore hope and to create a future for Africa's children. Denzel Washington has donated a million dollars to this cause.

### HANNAH TAYLOR

Quote: Well, everyone has to do something, but I'm really passionate about it...

Project: The Ladybug Foundation, feeding the homeless

Hannah got her start raising money to help the homeless at age six. She and her classmates had a bake sale and art sale, and donated clothing and money to a local mission. Today, her Ladybug Foundation has raised one million dollars to help homeless people in Canada. Hannah is 11 years old.

### MELVIN FRANCISQUINI

Quote: It brings purpose to my life.

Project: NY Cares, volunteering as a caring companion

Melvin is a New Yorker who's spent 80 hours as a volunteer, so far. His projects include visiting people with HIV/AIDS and playing bingo with senior citizens.

## **ABBISOLA**

Quote: It taught me the meaning of responsibility... I really think that anyone that participates... will come out as a person changed for the better.

Project: Penny Harvest, collects pennies for charity

Abbisola is a student at PS 398 in Brooklyn, New York, one of 850 schools in New York City that collects pennies for charity. Together, NYC students ages four to 14 collected 100 million pennies (a million dollars). These pennies were on display in Rockefeller Center in December, 2007. Students decide how the money they've collected will be used to help others.

## **WHERE TO GO FOR MORE INFO ABOUT PHILANTHROPY:**

- For more information on celebrity philanthropy, visit [www.looktothestars.org](http://www.looktothestars.org).
- For information on volunteer opportunities in New York City and elsewhere, check out these sites: [www.nycares.org](http://www.nycares.org) and [www.volunteermatch.org](http://www.volunteermatch.org).
- For information on Penny Harvest and Common Cents, visit [www.commoncents.org](http://www.commoncents.org).
- For Hannah Taylor's story, see [www.dosomething.org](http://www.dosomething.org). (Use the search tool to find her story.)

## The Roads to Success Makeover Challenge!

Want to improve your community? Here's your chance!

Wherever you live, learn, work, or play—that's your community. And whether you're eight, 18, or 80, you've got the power to make it great. So, what does your community need? How can you improve your world? What can your class of creative, energetic students do to make your community a better place?

Look around, think, plan, and pitch. One class will be selected to put their Roads to Success Makeover Challenge plan into action!

### Rules

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- You must enter as a class. No individual projects will be considered.
- Projects may focus on one group in the community, but they must, in some way, benefit everyone.
- Projects must be realistic, well planned, and reasonable to accomplish with funds raised by the students.
- Projects must include student service. Students may paint, plant, build, create, or fundraise.
- Projects must have an adult advisor who will help the winning class see the project through to completion.
- Classes must enter a “project pitch” that consists of the following:
  1. **Introduction.** Approximately four to six paragraphs describing the targeted community, what your class thinks it needs, your project idea, and how your project will address the community's need.
  2. **Plan of Action.** A step-by-step description of how you will accomplish your project, with details about who will do what, when, where, and how.
  3. **Budget.** A realistic accounting of what you'll need for the project, and how every penny will be spent.
  4. **Inspiration and Evidence.** Statistics, stories, and artwork. Anything that will help convince your readers that your project is needed. Up to three additional pages.
  5. **Advisor Agreement:** A written document that outlines what adult will help the winning class complete the project.
  6. **Your signatures.** A final page, which every class member will sign, pledging your commitment to this project.

## Brainstorm!

### The **BIG** Idea

- What class project will most benefit our community?

## AGENDA

Approx. 45 minutes

- I. Warm Up: What is a Community? (5 minutes)
- II. Brainstorm! (15 minutes)
- III. Narrowing Choices (15 minutes)
- IV. Election & Consensus (5 minutes)
- V. Wrap Up (5 minutes)

## MATERIALS

### STUDENT HANDBOOK PAGES:

- Student Handbook page 41, Judges' Rubric For "The Roads to Success Makeover Challenge!"
- Student Handbook pages 42–43, Project Pros and Cons

### FACILITATOR PAGES:

- Facilitator Resource 1, Project Ideas
- Facilitator Resource 2, The Cost of Lending a Hand (Optional)

- White index cards, enough for every team of four to have one card

- A hat or bag

- Poster based on the "Gripes and Fixes" list generated by the class during **Introduction to Makeover** lesson, one per class, specific to that class

- Overhead projector

## OBJECTIVES

During this lesson, the student(s) will:

- Identify the various communities to which they belong.
- Examine some of the needs of these communities.
- Brainstorm ways to meet these needs.
- Debate project ideas.
- Decide on a class project for "The Roads to Success Makeover Challenge!"

## OVERVIEW .....

In this lesson, students take a broad look at the communities they belong to, and brainstorm ideas on how to improve them. In small groups, they'll debate the pros and cons of each idea and vote for their favorite. As a class, they'll tally the scores, and select a project to pitch for "The Roads to Success Makeover Challenge!"

## PREPARATION .....

- List the day's BIG IDEA and activities on the board.
- Prepare a poster for each class, based on the "Gripes and Fixes" the class generated the previous week during the **Introduction to Makeover** lesson. Make sure each poster only reflects the "Fixes" of that particular class, and does not include ideas put forth in other classes.
- Make overhead transparencies of copies of **Student Handbook page 41, Judges' Rubric For "The Roads to Makeover Challenge!"** and **Student Handbook pages 42–43, Project Pros and Cons**.
- If your students are not already divided into teams of four, consider how to group them for **Activity II, Brainstorm!**
- If you think your students will need extra guidance to come up with a viable project, copy a class set of **Facilitator Resource 2, The Cost of Lending a Hand**. Refer students to it during **Activity II, Brainstorm!** and use it to spark a discussion.
- Note:** After the completion of this lesson, you will need to talk to your school administrator to approve the students' project ideas. This should be done before next week's lesson. If the project is not approved, you will need to brainstorm a new topic with the class at the start of next week's lesson.

## IMPLEMENTATION OPTIONS .....

In **Activity III, Narrowing Choices**, if your students are effectively discussing the pros and cons of each project idea, you may choose to skip using **Student Handbook pages 42–43, Project Pros and Cons**.

You may wish to contact your school administration or other local organizations to generate a list of local issues students can feasibly design a project for. These can then be shared with the class and added to the “Gripes and Fixes” list. Students could brainstorm solutions to these problems.

If you think your students need to conduct more research for feasible project ideas, you can take packets of important ideas and information from the websites cited in Lesson 1.

## ACTIVITY STEPS

### I. Warm Up: What is a Community? (5 minutes)

1. [On the board, write “community” in large letters. Greet students as they enter. When students have taken seats, direct their attention to the board.]
2. **SAY SOMETHING LIKE:** Before we continue to brainstorm our makeover projects, we need to think about the communities that we belong to, and what each community needs. Can anyone help me out with a definition of community? [As students brainstorm and offer suggestions, write them on the board. Make sure that they cover the concept that a community is a defined geographic area (neighborhood) where people live, work, and play together AND a community is a group of people who share common interests and goals around a variety of things that include education, recreation, and religion.]
3. **SAY SOMETHING LIKE:** Great! Now one example of a community that we all belong to would be residents of (your state). What are some other communities that we belong to? [Some examples that you might want to offer if they don’t come up are students at \_\_\_\_\_ school, members of religious organizations, clubs, teams, etc.]
4. [Write the communities on the board. Include some of your own ideas, based on what might be relevant for your students; for example in a neighborhood with many immigrants, you might list “people learning English as a second language,” or in a school with a popular basketball team, you might add “basketball fans.”]
5. [Point out that all these communities have needs, and jot a few on the board. For example, many communities need places to gather: religious groups need a quiet place to worship, and sports teams need fields, courts, or gyms to play and practice. Other communities need specific materials to accomplish their purpose: readers need books, musicians need instruments. Ask students to offer their own suggestions of needs that these different communities have.]
6. [Put up the poster of “Gripes and Fixes” to remind students of some of the community problems they found ways to solve last week during class. Tell them it’s now time to come up with some ideas for their class to pitch in the “The Roads to Success Makeover Challenge!”]

## II. Brainstorm! (15 minutes)

1. **SAY SOMETHING LIKE:** Now it's time to select our class project for the Community Makeover. We'll collect ideas from everyone, spend a few minutes discussing the pros and cons of each, and then vote on the best choice. Before we begin, let's take a look at what a good project should look like, so you know what to aim for.
2. [Place a transparency of **Student Handbook page 41, Judges' Rubric For "The Roads to Success Makeover Challenge!"** on the overhead projector. Explain that these questions will be used to evaluate and compare Community Makeover proposals in order to choose a school winner. Read each question aloud.]
3. [Explain to the students that they will be working in their groups from last week's lesson, and distribute an index card to each team. Ask all "facilitators" from last week's lesson to raise their hands (show of hands). Remind the class that these students will solicit ideas from their team members. Then instruct all of the "reporters" from last class to raise their hands. Ask one of the reporters to explain their role (student who will write down all of the team members' ideas). The team's assignment is to come up with one idea for consideration for the class project, which will be written on the index card and shared with the class.]

Explain the following rules for brainstorming:

- The object is to come up with as many ideas as possible. As members share their ideas, *the rest of the team is not to comment in any way—positively or negatively.* Rather, they should keep the flow going so that all the ideas are on the table.
  - After brainstorming, the team facilitator prompts team members to look at all of the ideas, and to say, one at a time, which idea they like best and why. If the majority selects the same one, they are to go with that idea. Ask students who will make the final decision if the team is not in complete agreement. (Accept any reasonable solution.)
4. [Give the students 10 minutes to work. If students need some ideas, provide suggestions from those listed on **Facilitator Resource 1, Project Ideas**, and also from the "Gripes and Fixes" poster.]
  5. [Collect the cards, and put them in a hat or bag.]

### III. Narrowing Choices (15 minutes)

1. [Place a transparency of **Student Handbook pages 42–43, Project Pros and Cons** on the overhead. Ask students to turn to this page in their handbooks. Read the directions aloud. Pick a card out of the hat or bag, and read it aloud. Then pass the hat or bag to the nearest student, and tell him/her to do the same. As each suggestion is announced, write it in one of the choice boxes, and instruct students to do the same. Continue until all the cards have been read.]
2. [Explain that the class will now consider the pros and cons of each suggestion. Remind students that someone in the class liked each of these ideas, and provide examples of constructive (rather than hurtful) criticism. Suggest that groups think about the following when considering each project:
  - How much will it help the community?
  - How psyched will you be to complete the project if you win?
  - Can the class realistically accomplish this goal?]
3. [Take notes on the overhead as students consider the pros and cons of each project, guiding students where your input is needed re: cost considerations or administrative approval. Make sure students select a project that is feasible to execute. Instruct the students to write the pros and cons discussed for each project on their student handbook page.]

### IV. Election & Consensus (5 minutes)

1. [If no clear winner emerges during the discussion above, conduct a vote by secret ballot.]
2. [If everyone is happy, then do a lot of back-patting and psych everyone up to create a project that will rock! If there's dissent in the ranks, try to get everyone on board by pumping them up to compete and win. Find a way to include the dissenters in the grand scheme; suggest creative inclusions in the pitch proposal, such as "ads" that feature their testimonials or a group song describing the project. Remind students that it will take everybody's help to create the winning pitch.]

### V. Wrap Up (5 minutes)

[Commend students on their choice, and suggest that they keep their project idea confidential, so other classes still selecting projects will not be influenced by it. Tell students to spend some time this week thinking about special talents they have, which might make their project pitch stand out, such as artistic abilities, computer skills, etc. Instruct them to come to the next class ready to begin preparing their class pitch for "The Roads to Success Makeover Challenge!"]

## PROJECT IDEAS

- Clean up a park.
- Make and distribute “we care about you” cards and gift baskets to homebound seniors, or to seniors in a retirement center.
- Organize a tutoring program to help elementary school children.
- Host a party for someone who deserves it (such as children from a homeless shelter, grandparents who are raising their grandchildren, your local volunteer firefighters). Make food, decorations, provide entertainment.
- Organize a coat and/or toy drive for a homeless shelter.
- Volunteer to paint, or create artwork for any wall that needs it: in your school, at the library, in your community center.
- Raise money to send homeless or needy children to a child-friendly theatrical show.
- Collect donations of stuffed animals to give to children in your local hospital.
- Create a website for the teenagers in your community, offering information about teen programs, and giving teens the chance to write articles and share stories.
- Create a teen or children’s section in your school or local library. Collect donations of books, and organize an attractive space for reading.
- Lobby for a designated area to skateboard.
- Spruce up the school cafeteria.
- Create educational pamphlets about safety, social, or health issues.

## The Cost of Lending a Hand



There are tons of different things you can do to improve your community. When you are brainstorming ideas, be sure to think about all the costs involved with your ideas. Below are some examples of projects, and examples for how much these projects can cost. These are just ideas to get you started—the more ideas you can brainstorm, the better, so be creative!

### Painting Projects:

1. Paint a mural on the seventh and eighth grade floor with a specific theme.
2. Paint new hop-scotch boards on the playground.
3. Paint a room in a shelter or food kitchen.

### COST FOR MURAL PROJECT

ITEM	QUANTITY	COST
Paint Roller Frame (\$1.89)	8	\$15.12
Paint Roller Pad (\$1.99)	8	\$15.92
Paint Roller Pan (\$1.98)	8	\$15.84
Plastic Drop Cloths (\$1.35)	4	\$5.40
Roll of Painter's Tape (\$3.16)	3	\$9.48
Can of Paint (\$35.00)	5	\$175.00
Paint Brush Set (3 brushes for \$6.88)	2	\$13.76
8oz canister of Acrylic Paint (\$6.74)	5	\$33.70
Set of 12 Art Brushes (\$11.24)	3	\$33.72
<b>TOTAL</b>		<b>\$317.94</b>

### Beautification Projects:

1. Plant flowers for elderly people in retirement homes and deliver them.
2. Plant flowers for teachers and community members as an “appreciation” project.
3. Teach students in lower grades how to plant and care for plants.

4. Create a “clean-up patrol” for the halls to help collect garbage and teach other students how to keep the school clean. Create posters and other advertisements to help keep the school clean.

## COST FOR BEAUTIFICATION PROJECT

ITEM	QUANTITY	COST
1 flat of marigold flowers (\$20.00)	2	\$40.00
Plastic Pot (\$.39)	40	\$15.60
Ceramic Pot (\$1.00)	40	\$40.00
Miracle Grow Potting Mix (\$6.99)	3	\$20.97
Plant Tags (\$2.95 for 50)	2	\$5.90
Seed Flats (\$4.20 for 10)	10	\$4.20
Seeds (\$2.45 for 200)	200	\$2.45
Heavy Duty Garbage Bags	100	\$25.98
Box of Crayola Markers (\$5.49)	3	\$16.47
Poster Board (\$.33)	10	\$3.30
<b>TOTAL</b>		<b>\$174.87</b>

### Community Engagement Activities:

1. Toy drive for a local shelter.
2. Read to students in kindergarten.
3. Organize a food drive for a local soup kitchen.
4. Improvement of a small area of the school.
5. Hold a school supply drive for incoming sixth grade students.
6. Create a recycling program at your school.

### Fundraising Activities:

(**Note:** Fundraising activities require a lot of advance planning. You will need extra adult help to plan and promote a charity event.)

1. Jump-Rope-a-Thon to raise money for a charity.
2. Three-on-three basketball tournament to raise money for a charity.
3. Bake sale to raise money for a charity.

## **Some Good Causes to Raise Money for:**

1. The Heifer Foundation: Money goes towards donating livestock to families in developing countries. These animals provide food and money for these families for generations to come.
2. The Red Cross: Helps millions of people world-wide prevent, prepare for, and cope with emergencies.
3. Big Brothers and Big Sisters: A worldwide mentoring program that pairs children with adults who can help them make big decisions and focus on reaching their potential. Your money would help to support that cause.
4. East Side House Settlement in the Bronx: Money goes to supporting their cause of helping young people in the south Bronx create opportunities for themselves by pursuing their educational goals.

There are thousands of causes to donate your hard-earned money to. If you have any other ideas, check with your Roads to Success facilitator and they will help you find an organization that will put the money your class has raised to good use.

In the space below, list any other organizations you would be interested in raising money for.

Name of project: \_\_\_\_\_

Final Ranking (circle one): 1 2 3 4 5

## Judges' Rubric: "The Roads to Success Makeover Challenge!"

(Circle one response for each question.)

### Introduction

1. Has the class presented its idea clearly?  
not really      somewhat      well      extremely well
2. Does the project address a real community need?  
not really      somewhat      well      extremely well
3. Does the project set a realistic goal?  
not really      somewhat      well      extremely well
4. Does the pitch make you want to jump out of your seat and go do the project?  
not really      somewhat      well      extremely well

### Plan of Action

5. Are the steps written clearly and in an order that makes sense?  
not really      somewhat      well      extremely well
6. Does the plan include all of the necessary steps needed to carry out the project?  
not really      somewhat      well      extremely well

### Budget

7. Is it clear how the money will be raised?  
not really      somewhat      well      extremely well
8. Are all items needed to carry out the project included?  
not really      somewhat      well      extremely well

### Inspiration and Evidence

9. Does it include statistics (facts), stories, or graphics that make this project convincing?  
not really      somewhat      well      extremely well

**Pros:** \_\_\_\_\_

**Cons:** \_\_\_\_\_

**Other Considerations:** \_\_\_\_\_



## PROJECT PROS & CONS

**CHALLENGE:** To create a project that will benefit the community.

You can use the **CHALLENGE-CHOICE-CONSEQUENCES** strategy to choose a Community Makeover project.

List a possible project in each box on the left, and write the **PROS** (reasons to select the project) and **CONS** (reasons not to select the project) next to it.

### CHOICE

### CONSEQUENCES

	Pros
	Cons

### CHOICE

### CONSEQUENCES

	Pros
	Cons

### CHOICE

### CONSEQUENCES

	Pros
	Cons

**CHOICE**                      **CONSEQUENCES**

	<b>Pros</b>
	<b>Cons</b>

**CHOICE**                      **CONSEQUENCES**

	<b>Pros</b>
	<b>Cons</b>

**CHOICE**                      **CONSEQUENCES**

	<b>Pros</b>
	<b>Cons</b>

**CHOICE**                      **CONSEQUENCES**

	<b>Pros</b>
	<b>Cons</b>

**CHOICE**                      **CONSEQUENCES**

	<b>Pros</b>
	<b>Cons</b>



## Planning the Pitch

### The **BIG** Idea

- How will we create an effective project pitch?

### AGENDA

Approx. 45 minutes

- I. Warm Up: “Basketball For Lunch, Please!” Sample Pitch (15 minutes)
- II. Committee Briefing (10 minutes)
- III. Planning the Pitch: What Must We Do? (15 minutes)
- IV. Wrap Up (5 minutes)

### MATERIALS

#### STUDENT HANDBOOK PAGES:

- Student Handbook pages 44–48, “Basketball For Lunch, Please!” Sample Pitch
- Student Handbook pages 49–50, One-Month Calendar

#### FACILITATOR PAGES:

- Facilitator Resource 1, Advisor Agreement
- Facilitator Resource 2, Community Makeover Group Assignments

- Overhead projector

### OBJECTIVES

During this lesson, the student(s) will:

- Review a sample pitch for “The Roads to Success Makeover Challenge!”
- Analyze what their project pitch will require.
- Brainstorm ways to meet these needs.

## OVERVIEW

To plan a class pitch for “The Roads to Success Makeover Challenge!,” students must imagine what their project will look like in action, and be able to anticipate the various activities and materials they’ll need. In this lesson, students review a sample project pitch, and take stock of the skills and interests they can lend to their project. They also describe their project in detail, and begin to plan their pitch.

## PREPARATION

- List the day’s **BIG IDEA** and activities on the board.
- Copy **Facilitator Resource 1, Advisor Agreement** and **Facilitator Resource 2, Community Makeover Group Assignments** (one per class).
- Create an overhead transparency of the following handouts
  - **Facilitator Resource 1, Advisor Agreement**
  - **Student Handbook pages 44–48, “Basketball For Lunch, Please!” Sample Pitch**
  - **Student Handbook pages 49–50, One-Month Calendar** (two pages, one for each month)
- If you have not already done so, talk to your principal to gain the necessary approval for projects under consideration. Make sure to discuss issues like school personnel whose help may be needed, best times for students to complete the projects, and permissions if students need to be out of school to deliver items to the charity of choice. (**NOTE:** This must be done before you teach this lesson.) If the proposal is not approved, you will need to help your students select a new project idea.
- Before teaching this lesson, determine what date the projects will be judged.
- Think about the project this class is going to pitch for “The Roads to Success Makeover Challenge!,” and be ready to suggest ideas that will help them articulate the target community, the project goal, the actions and materials it will entail, and any additional or creative materials that might seem especially appropriate (such as a survey, a collection of quotes, a cartoon).
- Create a poster explaining the interests and skills needed on each committee, as well as the product to be created, as follows:

**NOTE:** Each poster should be written in a different colored marker.

**Writing Committee**

- Researching and presenting ideas
- Getting the facts right
- Writing imaginatively and convincingly

*Responsible for:*

**Introduction:** Approximately four to six paragraphs describing the targeted community, what your class thinks it needs, your project idea, and how your project will address the community's need.

[Include a copy of the Introduction from “Basketball for Lunch, Please!”]

**Planning Committee**

- Being organized
- Thinking about all the details
- Planning a project

*Responsible for:*

**Plan of Action:** A step-by-step description of how you will accomplish your project, with details about who will do what, when, where, and how.

[Include a copy of the sample Plan of Action]

**Budgeting Committee**

- Finding out how much things cost
- Negotiating deals
- Managing money

*Responsible for:*

1. **Budget:** A realistic accounting of what you'll need for the project, and how every penny will be spent.
2. [Include a copy of the sample Budget]

**Advertising Committee**

- Drawing, videotaping, creating cartoons, or making up song lyrics
- Thinking “outside the box”
- Finding new ways to convince people that your idea is great

*Responsible for:*

**Inspiration and Evidence:** statistics (facts), stories, and artwork. Anything that will help convince your readers that your project is needed. Up to three additional pages.

[Include a copy of sample Inspiration and Evidence page]

## IMPLEMENTATION OPTIONS .....

For **Activity II: Committee Briefing**, if space allows, you may wish to tape your committee posters around the room, placing one committee assignment on each wall. Ask students to stand under the poster of the committee they'd most like to be on, then ask for volunteers to move from overcrowded committees to those in need of help.

If you think your students will not respond well to the selection process in **Activity II, Committee Briefing**, allow students to choose a number from a hat or plastic bag. Allow the student who selected number one to pick his/her committee first. The student who chose the number two slip should be allowed to select her committee next. Continue having one student at a time select his committee, in increasing number order, until all students have chosen a committee.

During **Activity III, Planning the Pitch**, if you don't think your class can handle the visualization exercise, skip it, and just brainstorm. You may also wish to make notes in this section on chart paper instead of the board, to reference in later lessons. Make sure to write the class period on top of each piece of chart paper.

**Note:** Some projects (for example, an event like a basketball tournament) may lend themselves to the creation of an additional **Public Relations Committee**. If your students have chosen such a project, the Public Relations Committee can be in charge of getting other people (like parents, teachers, etc.) to help.

## ACTIVITY STEPS

### I. Warm Up: “Basketball For Lunch, Please!” Sample Pitch (15 minutes)

1. [Greet the class, and psych them up to start preparing their class pitch today for “The Roads to Success Makeover Challenge!” When everyone’s seated, direct students to **Student Handbook pages 44–48, “Basketball For Lunch, Please!” Sample Pitch.** Let them know that this is a sample proposal for the Makeover Challenge. Although it looks complicated, they will have several weeks to work on theirs, both as a class and in smaller committees. Remind them that each class only submits **one** proposal, so the work is spread out between everyone. There are many steps needed to create such a proposal, and you will be there to guide them through all of them.]
2. [Display the **Introduction** on the overhead and have students take turns reading each paragraph aloud. While students are listening, ask students to think about its strengths and weaknesses. Instruct students to make notes on the sample proposal to help them identify key points to keep in mind while developing their own project.

Once the students have finished reading the **Introduction**, lead a discussion using the following questions:

- Has the class presented its idea clearly?
  - Does the project address a real community need?
  - Does the project set a realistic goal?
  - Does the pitch make you want to jump out of your seat and go do the project?]
3. [Again, assign students to read each point in the **Plan of Action** aloud and lead a discussion using the following questions:
    - Are the steps written clearly and in an order that makes sense?
    - Does the plan include all of the steps needed to carry out the project? (ex: school personnel needed for project; permission by school principal)]
  4. **SAY SOMETHING LIKE:** I’d like you to take a quick look through the remaining pages of the “Basketball for Lunch” proposal. The next section in the proposal is the Budget, which lets the judges know how you plan to spend your money if your project is selected. Finally, there’s an advertising page titled “Inspiration and Evidence.” You can use this section to include additional material that will help the judges in making their decision. [Specify what might be included here for this class’s project: survey results, quotes from people in their community, facts from a relevant website, artwork (sketches, photos, etc).]

5. [Reassure students that you will guide them through this process, starting with a general timeline. Place a copy of **Student Handbook pages 49–50, One-Month Calendar**, on the overhead projector, and discuss what will be accomplished in each class meeting, including what's already been done. Have students write the dates in their own student handbooks. Note the judging date as the goal that must be met, and emphasize that consistent work will be needed in order to accomplish this goal:

Week 1: Introduce project

Week 2: Select project

Week 3: Assign committees

Week 4: Project pitch

Week 5: Project pitch

Week 6: Final draft of project pitch due, self-evaluations

(Date)\_\_: Judging]

6. [Using an overhead projector, display **Facilitator Resource 1, Advisor Agreement** and explain its purpose. **NOTE:** Only one advisor is needed for each project, and students should decide who should be approached, by whom and when, to enlist their help. This date should also be added to the calendar. If a student is chosen to enlist an adult advisor, he/she will need a copy of **Facilitator Resource 1, Advisor Agreement.**]

## II. Committee Briefing (10 minutes)

1. [Using the sample pitch as an example, point out that a good pitch requires a lot of work, and there are many different categories that must be addressed. In order to make sure that all of the parts are covered, the class will be divided into committees.]
2. [Write the following committee names on the board: **Writing, Budgeting, Planning, and Advertising.**]
3. [Briefly describe what each committee will do so that students have a solid understanding of what they will be volunteering for. Use the posters you've created to illustrate the responsibilities and skills needed for each element of the proposal.]

**SAY SOMETHING LIKE:** The **Writing Committee** will write the introduction to the proposal, explaining whom the project is for, and what the general idea is. The **Budgeting Committee** will come up with a budget, and shop around for the best prices for all of the items that are necessary to complete the project. The **Planning Committee** will write up the plan of action. The **Advertising Committee** will create the graphics and art needed for the pitch, and also come up with something original to

make the pitch special.

[Solicit and answer any questions that students may have at this point.]

4. **SAY SOMETHING LIKE:** Now that you know what the responsibilities of each one of these committees are, I would like you all to volunteer for the committee that you think you would be best suited for. Most likely not everyone will get their first choice, so you will have to think about what your second and third options are. Keep raising your hand until you are selected for a committee.

[Begin soliciting volunteers by saying the name of each committee. Committees should be approximately the same size, ideally five or six students each. Once all students are assigned to a group, record the names of the students for each group using **Facilitator Resource 2, Community Makeover Group Assignments**. (See **Implementation Options** for more ideas.)]

5. [Once all of the groups have been determined, tell students that these groups are non-negotiable, and that they will be working within this group for the duration of the makeover project. Designate an area for each committee to meet, and ask students to change seats in order to sit with their other group members. Explain to students that for the duration of the unit, they should sit with their group members in their designated area.]

### III. Planning the Pitch: What Must We Do? (15 minutes)

1. [Erase the board, and now write on it the name of the class's "Roads to Success Makeover Challenge!" project. Under the project name, list the four categories that will constitute the pitch: Introduction, Plan of Action, Budget, Inspiration & Evidence. Under each category, list the committee that will handle it. Leave plenty of room under each category heading to jot down ideas the class will suggest. The board should look like this:]

PROJECT NAME			
<u>Introduction</u>	<u>Plan of Action</u>	<u>Budget</u>	<u>Inspiration &amp; Evidence</u>
(Writing)	(Planning)	(Budgeting)	(Advertising)

2. [Assign one of your very thorough students to the job of secretary, and instruct him/her to copy down everything you list on the board during this activity. Make sure this student writes the class period on the top of his/her notes.

Explain that since “The Roads to Success Makeover Challenge!” is a competition, they must erase the blackboard at the end of class, and that it will be important to keep track of the tasks and ideas they’re about to generate.]

3. **SAY SOMETHING LIKE:** The key to creating an effective pitch is to understand the project in extraordinary detail, and then to explain it to the judges in the clearest manner. So let’s start at the beginning, and brainstorm as many details about the project as possible. Then, next week, each committee will take the ideas we developed today, and put them into the right form for the pitch.
4. [Start with the introduction, and prod students to articulate everything they know about the target community and the project goal. Jot notes on the board under “Introduction” as the class comes up with relevant answers (or under any other category if something else occurs). Remember to probe for as many details as possible. For example, if the target community is “the school,” ask if it includes teachers and administrators. If you ask a question to which the students don’t know the answer, for this or any category, put the question on the board anyway, and mark it “to be answered”—perhaps by putting several question marks at the end, like this: *How many total students are in the school????*]
5. [Once you have some notes for the introduction, move on to the plan of action. Tell the class they’re going to do what’s called a “visualization” to imagine the details of the project. For example, if the project involves a tutoring program, they might visualize themselves as tutors, reading to elementary school kids in a library or classroom, surrounded by books.]
6. [Tell students to close their eyes for a minute.]

**SAY SOMETHING LIKE:** Your class has won “The Roads to Success Makeover Challenge.” You will now put the project into action. What is the first thing you’ll do? What’s the second? What are all the events that have to happen, in order for your project to become real?”
7. [Give students a minute to visualize. Then ask them to open their eyes, and describe what they visualized about the project. (They should keep other thoughts to themselves.) As students list tasks they’ll need to do for the project, take notes on the board, jotting key phrases under the categories where they best belong. For example, if someone says, “I saw myself buying soda and chips to serve at the party,” put “BUY REFRESHMENTS” under the BUDGET category.]

**NOTE:** Each project will be different, and therefore this exercise is just a blueprint. Adjust accordingly for the nature of each class project. (See **Implementation Options** for suggestions.)

8. [Ask students if there are any steps that need to be completed before they win (such as getting permission from the school principal). These steps should also be listed on the board.]

Continue to brainstorm project needs until you feel that the class has covered the basics. Some ideas for you to suggest that they might not think about include: *getting materials* (such as books, musical instruments, sports equipment, which they must purchase, borrow, or get as donations), *needing transportation*, *making and placing advertising* (such as flyers or newspaper ads to notify the community about a program), *getting permission* (from a school and/or town), *creating additional/ supporting material* (such as surveys, art, photos).]

#### IV. Wrap Up (5 minutes)

1. [Ask students to take a good look at the board, and jot down any of the questions they might be able to find answers to during the week. Ask for volunteers to report back with the answers. Instruct the secretary to record these students' names next to the questions they will be investigating.]
2. [Also, if there are any suggestions for things to include in the pitch—for example, letters saying parents will be willing to drive to the store, or a list of sporting goods stores where equipment can be bought—ask for volunteers willing to do these tasks. Again, ask the secretary to record the suggested tasks with the names of the student volunteers.]
3. [Tell students they will work in their committees next week, and begin to write and assemble their pitches. Also remind students to keep hush about their great ideas... a little discretion goes a long way in a school-wide challenge.]
4. [Make sure your secretary gives you the hard copy of the list on the board. Check to make sure it's complete, and then erase the board.]



## Advisor Agreement

Date: \_\_\_\_\_

To Roads to Success Facilitator:

I have agreed to serve as an adult advisor in the eighth grade Roads to Success Community Makeover project.

Class Section: \_\_\_\_\_

Name of Project: \_\_\_\_\_

If this project is selected as the school winner, I will help students execute the project according to the contest rules.

Sincerely,

\_\_\_\_\_

Signature of Advisor

\_\_\_\_\_

Printed Name of Advisor

\_\_\_\_\_

Organization (example: ASPCA) or relationship to student (example: Joe Smith's mom)

\_\_\_\_\_

Contact Phone Number

\_\_\_\_\_

Contact E-mail

\_\_\_\_\_

## Community Makeover Group Assignments

Period: \_\_\_\_\_

### Writing Committee

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

### Planning Committee

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

### Budgeting Committee

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

### Advertising Committee

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## **The Roads to Success Makeover Challenge!**

# **“Basketball For Lunch, Please!” Sample Pitch**

4<sup>th</sup> Period Roads to Success Class  
November 20, 2011

## Introduction

There’s a problem at Washington Middle School that happens during lunch period every day, and it causes a lot of students to get in trouble. We’ve asked around, and not just eighth graders are affected, but everyone. So the problem affects the whole school community, which means 158 eighth graders, 163 seventh graders, and 171 sixth graders. Plus, it affects all the lunch monitors (who are also teachers), the principal and the assistant principal, who’s in charge of detention.

Here’s the problem: there’s nothing to do during lunch hour, other than eat, which only takes about 10 minutes out of the 42-minute period. Students aren’t allowed to leave the cafeteria (except to go to the library, which most kids don’t want to do). But we’re also not allowed to make a whole lot of noise or do anything fun in the cafeteria to keep ourselves busy.

What ends up happening is a lot of the kids who can’t sit still, and even some who can, start joking around, and roaming around, and it gets pretty rowdy. The lunch monitors yell at us to go back to our seats, but we’ve been sitting all day and really need a break from all the sitting. So kids who just need to move around end up getting in trouble. Sometimes we end up in the principal’s office or we have to spend the rest of the period in detention. All this really only happens because we’re bored and need a rest from learning, which is what lunch period is supposed to give us, anyway.

Our idea is to fix up the old basketball court outside, and use it as a place to go for the last 30 minutes of lunch, so we can do something physical and play basketball. A teacher who would normally have lunch duty would come with us and watch us, and there’d be rules and we’ll sign a contract saying we’ll behave and clean up trash.

So our class—the totally amazing and awesome Roads to Success fourth period class—wants to make over the basketball court to use during lunch. That’s our project for “The Roads to Success Makeover Challenge.” We hope you will agree it is a good idea to fix up the basketball courts and let kids go there during lunch.

## Plan of Action

- 1) Conduct a class survey of 237 students and 35 teachers.  
**Date to be completed:** Tuesday, April 2<sup>nd</sup>
- 2) Present our survey results to the principal in order to gain permission for our project.  
**Date to be completed:** Friday, April 5<sup>th</sup>
- 3) Our advisor, Mr. Jinna from social studies, said we need to get permission from the school board as well. We will elect representatives to attend the next school board meeting.  
**Date to be completed:** Monday, April 8<sup>th</sup>
- 4) Our advertising committee will make posters and pie charts to show that the project will look nice.  
**Date to be completed:** Friday April 12<sup>th</sup>
- 5) Our elected representatives will attend the school board meeting.  
**Date to be completed:** Tuesday April 16<sup>th</sup> (next school board meeting)
- 6) Our public relations ("P.R.") committee will convince teachers to monitor the court during lunch.  
**Date to be completed:** Friday April 19<sup>th</sup>
- 7) As a class, we'll have a big clean-up day, and get lots of volunteers to help clean up the basketball court.  
**Date to be completed:** Friday April 26<sup>th</sup>
- 8) We will ask the head school custodian if he can help us put up the basketball nets and chain the trash can to the fence.  
**Date to be completed:** Friday April 26<sup>th</sup>
- 9) Our budget committee will buy basketball nets, a trash can, and a storage bin to keep the basketballs in.  
**Date to be completed:** Monday, April 29<sup>th</sup>
- 10) Our planning committee will help the school custodian put up the basketball nets and chain the trash can to the fence.  
**Date to be completed:** Monday, April 29<sup>th</sup>
- 11) Everyone will sign a contract saying we promise to behave and put trash in the trash can and take care of the court.  
**Date to be completed:** Wednesday May 2<sup>nd</sup>

## BUDGET

1. Petition (paper and pencils from school) .....	00.00
2. Meetings with principal or others .....	00.00
3. Basketball nets, four chainlink @19.95 each.....	79.80
4. Basketballs, eight @20.00 each.....	150.00
5. Recycled steel mesh trash can.....	164.84
6. Chain and lock for trash can .....	9.99
7. Storage container for basketballs (used).....	90.00
8. Lock for storage container.....	4.99

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**Total**

**\$499.62**

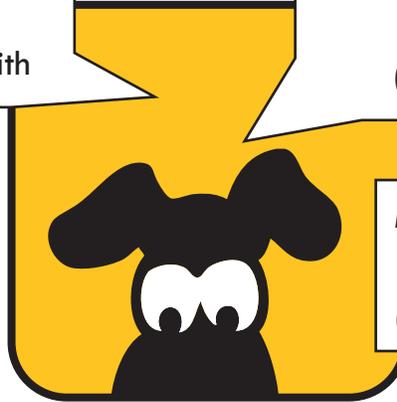
## Inspiration and Evidence

*I monitor the lunchroom twice a week. The students end up leaving lunch frustrated and restless.*

—Coach Smith

*We sit for eight hours a day! I can't even concentrate in my last class. All I can think about is moving around.*

—Bryan Jones  
(Eighth Grade President)



*I'll do anything to help!*

—Mrs. Thompson  
(parent of current seventh grader)

**With a little help we can make a HUGE difference....**



**OUR GOAL →**

### **SUPPORTED BY CURRENT RESEARCH**

Researchers are finding that brain activity and brain development are enhanced by physical exercise.  
—reported on NPR, August 31, 2006

### **SURVEY RESULTS**

We asked 237 kids and 35 teachers: "Do you think it would be a good idea to fix up the outside basketball court so we can play during lunch?"

Every single person voted "yes;" therefore 100% are in favor of our idea.



**ONE-MONTH CALENDAR (month & year: \_\_\_\_\_, \_\_\_\_\_)**

As a class, we will use this calendar to keep track of your Community Makeover due dates. Write the month and year in the space above and write the correct date in each box.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

## Drafting the Pitch

### The **BIG** Idea

- What makes for a successful team? How are we going to create our pitch?

## AGENDA

Approx. 45 minutes

- I. Warm Up: Group Work (5 minutes)
- II. Meet Your Committee (5 minutes)
- III. Nuts and Bolts: Getting It Done (20 minutes)
- IV. Committee Reports (10 minutes)
- V. Wrap Up (5 minutes)

**Note:** In lesson 5, use the following Agenda:

- I. Warm Up: Check In (5 minutes)
- II. Nuts and Bolts: Getting It Done (30 minutes)
- III. Wrap Up: Committee Reports (10 minutes)

## OBJECTIVES

During this lesson, the student(s) will:

- Critique what constitutes successful group behavior.
- Divide up into committees to complete sections of the class pitch.
- Work in committees to complete a first draft of the pitch.
- Review the first draft as a class, and target changes.

## MATERIALS

### ☐ PORTFOLIO PAGES:

- Portfolio pages 12–13, Proposal: Introduction (Writing Committee)
- Portfolio page 14, Proposal: Supplies (Budgeting Committee)
- Portfolio page 15, Proposal: Budget (Budgeting Committee)
- Portfolio page 16, Proposal: Scheduling (Planning Committee)
- Portfolio page 17, Proposal: Plan of Action (Planning Committee)
- Portfolio pages 18–19, Proposal: Inspiration & Evidence (Advertising Committee)

### ☐ STUDENT HANDBOOK PAGES:

- Student Handbook page 41, Judges' Rubric for "The Roads to Success Makeover Challenge!" (from lesson 2)
- Student Handbook page 40, The Roads to Success Makeover Challenge!, (from lesson 1)

- ☐ Copies of the board notes taken last week during **Activity IV, Planning the Pitch**, one for each student, plus a few extras

## OVERVIEW .....

Working on a group project can help students grow in a number of ways. They have the opportunity to accomplish something tangible, and share in its success with their peers. They also benefit from practicing cooperative behavior, which will help them both in their personal lives and in the work world.

**NOTE: Two weeks have been allotted for the completion of this lesson.**

## PREPARATION .....

- List the **BIG IDEA** and activities on the board.
- Make a “T” chart on the board, and write “HELPS” on one side, and “HURTS” on the other.
- Prepare a copy of last week’s project notes for each member of the class.
- This lesson has students working in groups on complex tasks. If you think your host teachers would be helpful, consider sharing this lesson with them prior to implementation and ask them to be present to circulate and help groups of students with questions and confusion during the class.
- Students in all committees will need the computer lab. The budgeting and advertising committee will use the computers to conduct research for their sections, while the writing and planning committees will need computers to type up their final drafts. If you can, reserve the computer lab (for lessons 4 and 5) in advance. See **Implementation Options** for more information.
- For each class, create a list of three “shopping” websites for the budgeting committee. The websites should relate to the necessary supplies for each class project. For example, a class who wants to build a community garden may choose Lowe’s, Home Depot, and Walmart ([www.lowes.com](http://www.lowes.com), [www.homedepot.com](http://www.homedepot.com), and [www.walmart.com](http://www.walmart.com)). Feel free to choose local stores that are more accessible to your students.
- Create a folder for each committee. Class name/number and names of all committee members should be listed on the outside. Documents the committee is responsible for should be placed on the outside, and reviewed after each class. Facilitator comments can be provided to assist students in their work the following week.

## IMPLEMENTATION OPTIONS .....

In this lesson, students brainstorm behaviors that help and hurt effective group work. A more formal self- and peer-evaluation will take place at the end of the project. If you wish to share the peer evaluation document with your students today, refer them to **Student Handbook pages 51–52, Peer Evaluation** from **Lesson 6, Perfecting the Pitch**. This should be done at the end of the **Warm Up**.

## ACTIVITY STEPS

### I. Warm Up: Group Work (5 minutes)

1. [Greet students as they enter, and tell them in a few minutes they'll start working in committees on their pitch for "The Roads to Success Makeover Challenge!" By the end of the class, each committee will have an outline or first draft of their section of the pitch. But before dividing up into groups, you're going to do a quick activity, which will help everyone know what does, and doesn't fly, when you're collaborating in a group.]
2. **SAY SOMETHING LIKE:** Have any of you ever been assigned a group project, but then you were the one who got stuck doing all the work? [Students respond.] No one likes when this happens. This Makeover Challenge project requires that we work together, and everyone does his share. Just to make sure we're all clear, let's make a list of what "doing your share" looks like. Later, when you've finished your Makeover Challenge proposal, you'll be asked to rate yourselves and your teammates on your performance as part of a committee.
3. [Assign one student the job of taking notes on the board. Tell them to use the T chart marked Helps and Hurts for recording student answers.]
4. **SAY SOMETHING LIKE:** We are going to brainstorm the different things that help group work run smoothly, and we'll outline the things that hurt group work. I'll start. I find it really difficult to work in a group when one person does all the talking and doesn't let anyone else speak. Who else has ideas about what causes trouble when working in groups? [Students brainstorm. Make sure students hit on behaviors such as disagreeing with everything, not focusing on the assignment, not participating, etc.] Great! Now what are some of the behaviors that would make a group work well together? [Students should mention encouraging ideas, being organized, building on suggestions, completing their part of the project on time, etc.]
5. **SAY SOMETHING LIKE:** Great job! Use this list as a guideline for how to act in your groups. At the end of the period, we'll check back and see how well you did.

### II. Meet Your Committee (5 minutes)

1. [Review each committee's responsibility for preparing their section of the pitch, as described in the previous lesson: "The Writing Committee will write the introduction

- to the proposal, explaining whom the project is for, and what the general idea is. The Budgeting Committee will come up with a budget, and shop around for the best prices for all of the items that are necessary to complete the project. The Planning Committee will write up the plan of action and make the timeline of who-will-do-what-when. The Advertising Committee will do graphics and art needed for the pitch, and also come up with something original to make the pitch special.”]*
2. [Give each student a copy of the notes that your class generated last week during **Activity IV**, in “**Planning the Pitch**.” Instruct students to turn to **Student Handbook page 40, The Roads to Success Makeover Challenge!**, which outlines the requirements for each section of the pitch. Refer committees to the student handbook and portfolio pages needed to complete their portion of the project, providing additional instructions as needed.]

### III. Nuts and Bolts: Getting it Done (20 minutes)

1. [Tell students they will have 20 minutes to look over last week’s notes, talk about their assignment, decide how to approach it, and come up with an outline or first draft for their section. Remind students that they have this week, next week, and a portion of the following week to work on their pitches in class. Be clear about the amount of work they’ll need to accomplish in this session. When time is up, they will reconvene as a group, go over what everyone’s done, and make suggestions for improvements. Remind them to practice the behaviors listed on the board under “HELPS.”]
2. [If computers are available, let them have access to the Internet for finding facts, shopping for prices, making/printing out graphics, etc.]
3. [Walk around and check in on the groups, supervising to see that everyone is pitching in. The budgeting committee will most likely need some extra guidance to complete **Portfolio page 14, Proposal: Supplies (Budgeting Committee)**. Once the students have listed all the supplies needed for the project, you will need to review their list. In addition, you will need to model how to locate the prices for a couple of their supplies using one of the appropriate websites. (See **Preparation** section.)

In order to make sure the pitches are fair, and no one accuses you of helping one class more than another, limit your involvement to being helpful and giving advice, and let the students do all the work themselves.]

4. [Give students a five-minute warning before the end of the activity, so they can produce something tangible if they haven’t already done so.]

#### IV. Committee Reports (10 minutes)

1. [Refer students to the **Student Handbook page 41, Judges' Rubric for "The Roads to Success Makeover Challenge!"** Tell them to use it as a guide to critique the committee reports.]
2. [Now, call on each group to present their work. Immediately after they're done, open the discussion up to the rest of the class for constructive feedback. Keep the feedback on target, by referring back to **Student Handbook page 41, Judges' Rubric for "The Roads to Success Makeover Challenge!"**]
3. [Make sure to time things so every committee gets a chance to go—perhaps limiting presentations and responses to a minute each. Also, tell each group to appoint one person to take notes on suggested revisions.]
4. [How this plays out will depend on the nature of the class project, but it will probably go something like this: the Writing Committee reads aloud their outline or first draft, the Planning Committee reads their outline for the plan of action, the Budgeting Committee reads or shows the budget, and the Advertising Committee shows a sketch or plan for creative additions, such as photos, drawings, cartoons or comic strip, a recorded original song, etc. They can also include quotes, facts, and real-life stories that help make the proposal more convincing.]

#### V. Wrap Up (5 minutes)

1. [Ask each committee's note-taker to review, out loud, any changes the committee will make to their first draft. If there are tasks that must get done during the upcoming week, have the committees state who-will-do-what-when. Record this information, and set a time for committee members to check in with you during the week to report on their progress. You can determine the best way to do this (i.e. in person or by phone) based on your schedule.]

[Also, if students need any specific materials for their pitches during week five and six, (colored pens or paper, binders, etc), determine who will provide them. Make (and post, if possible) a list of anything you and the students need to bring to class next week.]

Use the following pages  
to create your community  
makeover proposal.



## Proposal: Introduction (Writing Committee)

Answer each question in complete sentences.  
(Many questions will require discussion.)

### The Problem

Describe the problem.

How did it come to your attention?

Who is affected?

### The Project

Describe your project.

## The Project

Who will do the work?

When will they do it?

What adults need to give permission?

(If they've already given permission, describe the details. If you still need to get permission, explain who will set up an appointment and who will do the talking.)

What adults can help with the project?

Have they agreed to do this? If so, please attach advisor agreements.

Who will benefit from this project?

How will your project make a change in your community?

## Proposal: Supplies (Budgeting Committee)

**Directions:**

1. First, list all the supplies you will need to complete your project in the left-hand column below. Once you have completed this list raise your hand for a “Teacher Check.”
2. Next, determine what items can be borrowed and what items will need to be bought. If you can borrow an item, write the person who will lend it on the “Borrow” line. If you’ll have to buy an item, check the “Buy” column.
3. Finally, you are going to research the prices of these items at three different stores, provided by your teacher. Write the name of each store on the chart below. Check prices online, and write down the cost of each item at each store. (Note: Your teacher will help you with this step.)
4. Add up all of the items to see which store is cheapest. (NOTE: You can only compare the totals if you have prices for everything.)

Supplies Needed	Borrow?	Buy?	Store 1	Store 2	Store 3
<b>Which store total is cheapest?</b>					







## Proposal: Inspiration & Evidence (Advertising Committee)

Your job is to provide the inspiring evidence that will get others excited about this project. Use one or more of the following methods to make your point.

### Real-Life Examples

**You may want to collect quotes in support of the project.**

(See sample Makeover Proposal, “Basketball for Lunch” for examples.)

**Ask people who will be affected by the project how they feel about it.  
Real quotes from real people are the most convincing.**

(Be sure to ask permission if you’re going to quote someone by name.)

Person #1:

Person #2:

Person #3:

Person #4:

Person #5:

**You may want to tell the true story of someone who would benefit from your help.**

Examples:

“We are having a rock concert to raise money for the American Cancer Society to donate in honor of a teacher and fellow student at our school who have been previously diagnosed with leukemia.”

(Spencer Middle School, WV)

“Tyson, a one-year-old mixed-breed dog, inspires us daily with his wonderful spirit. When we found him, he had been severely beaten and had suffered serious injuries to his left hind leg. Tyson is an amazing and adaptable pup.”

(ASPCA website)

### Statistics (Facts and Figures)

**How big is the problem? Do some research, and include the statistics in your pitch.**

“There were 636,017 homeless people in America in 2011.”

(National Alliance to End Homelessness website)

**Or survey members of the community you’ll be serving and include the results here.**

“Out of 147 fifth and sixth graders, 87% thought a skate park was a good idea and would help the community. In the seventh and eighth grades, out of 185 students, 83% would like and would use a skate park.”

(Spencer Middle School, VW)

### Artwork

**Use photos of an area that needs improvement.**

**Use sketches of what your finished project will look like.**



Students from PS89 in the Bronx created a mural.



Students at Ripley HS, WV, planted a Memorial Garden.

## Perfecting the Pitch

### The **BIG** Idea

- What will I take away from my experience working on the Community Makeover Challenge?

### AGENDA

Approx. 45 minutes

- I. Warm Up: Into the Chute (5 minutes)
- II. Final Frenzy (15 minutes)
- III. Last Look/Last Chance (10 minutes)
- IV. Ditch the Pitch (5 minutes)
- V. Wrap Up (10 minutes)

### OBJECTIVES

During this lesson, the student(s) will:

- Collaborate to complete his/her committee's portion of the project pitch.
- Use the Judges' Rubric, and "The Roads to Success Makeover Challenge!" document (as needed) to hone his/her committee's portion of the pitch.
- Edit another group's portion of the pitch.
- Reflect upon the experience of participating in a community service project as an individual and team member.

### MATERIALS

#### PORTFOLIO PAGES:

- Portfolio page 20, Self Evaluation
- Portfolio page 21, Community Makeover Reflection
- Portfolio page 27, Grade 8 Skills Checklist (Community Makeover skills only)

#### STUDENT HANDBOOK PAGES:

- Student Handbook page 40, The Roads to Success Makeover Challenge! (from lesson 1)
- Student Handbook page 41, Judges' Rubric for "The Roads to Success Makeover Challenge" (from lesson 2)
- Student Handbook pages 44–48, "Basketball for Lunch, Please!" Sample Pitch (from lesson 3)
- Student Handbook pages 51–52, Peer Evaluation, (two copies are provided; make additional copies if necessary)

#### FACILITATOR PAGES:

- Facilitator Resource 1, Our Pledge Facilitator Resource
- Facilitator Resource 2, Thank-You Notes (optional)
- Your list from last week's lesson, **Drafting the Pitch, Activity V, Wrap Up**, which outlined "who-would-do-what-when" during the week to prepare for today's class.
- Committee notes with suggested revisions from **Drafting the Pitch, Part IV**.
- Any materials (binders, colored pens, construction paper, etc.) you promised to bring in for assembling the pitch.
- The class notes taken in Lesson 3, **Activity IV, Planning the Pitch**, one copy per group

## OVERVIEW

Students spend this class preparing and perfecting their project pitch for “The Roads to Success Makeover Challenge.” They make final changes, sign their names, and hand in their contest submission. They also spend a few minutes reflecting on the experience. If they focus, work well together, and put their best effort forward, they will leave class with a feeling of community and accomplishment.

## PREPARATION

- List the day’s **BIG IDEA** and activities on the board.
- Write on the board: “The Roads to Success Makeover Challenge!” Project Due Today!
- During the week, make sure students have access to you if they’re supposed to check in regarding assignments. If possible, post the assignment list, and keep it updated with check marks, so students can encourage fellow classmates who haven’t completed their tasks to do so.
- Gather together all the materials you promised to bring in to help the students finish their project. Also bring in basic materials the students might realize they need at the last minute, like colored pens, paper clips, construction paper, etc.
- You will need to copy the following documents so the students have access to them:
  - **Student Handbook page 40, The Roads to Success Makeover Challenge!** (one copy per group)
  - The class notes from **Planning the Pitch, Activity IV**
  - **Student Handbook pages 44–48, “Basketball for Lunch, Please!” Sample Pitch.**
  - **Facilitator Resource 2, Thank-You Notes** (if you’ve chosen to have your students thank those who helped them in their efforts)
  - **Student Handbook pages 51–52, Peer Evaluations** (each student will need one evaluation for each of their committee members)

## IMPLEMENTATION OPTIONS .....

Feel free to adjust the amount of time spent on any activity in order to help the class finish their project on time, and to the best of their ability. Since reflection is a critical element of project-based learning, it's recommended that you complete **Activity V, Wrap Up**, during the class following the judging of the Community Makeover proposals. This will allow ample time for your students to complete the reflection documents, discuss them as a group, and celebrate their accomplishments as a class.

In **Activity III, Last Look/Last Chance**, if the language arts teacher has an editing rubric or checklist, use this instead of the Roads to Success suggested categories.

In **Activity IV, During the Pitch**, make the ceremony of handing you the pitch more, or less, dramatic, depending on what your class will prefer.

If time permits, have students present their portions of the project proposal to the class.

If the class has not finished, or there was something they thought of late and would like to add, offer them the chance to do so if it doesn't violate the project deadline.

There may be students who want to "take the project to the next level," and add creative or contextual touches that couldn't get done during class. If this is the case, and you are willing to supervise, allow them to do so before the "final" deadline (e.g., the end of the school week). Also, be aware that you will have to make the same offer to all classes, and that this will require extra time and effort on your part.

If there were members of the school or outside community that were of particular help to your students in executing their project, it would be a great idea to ask students to create thank-you notes for those individuals. You may want to consider having students thank the judges, the Roads to Success office, parents, shop owners, etc. (You can use **Facilitator Resource 2, Thank-You Notes** if desired. Duplicate the page and fold it into quarters with the Roads to Success logo on the front.)

You may wish to bind all the proposals in similar folders so that each will be judged on its merits, rather than cosmetic differences.

## ACTIVITY STEPS

### I. Warm Up: Into the Chute (5 minutes)

1. [Greet students and remind them that today is the day to finish their project pitch for “The Roads to Success Makeover Challenge!” Tell them they will spend most of the class working on the pitch, and then they will hand it in. But before they get started, it’s a good idea to check that everyone has what they need to get going.]
2. [Go over the list you made in class last week, and verify that everyone has brought in what they promised.]

### II. Final Frenzy (15 minutes)

1. [When everyone has what they need, ask students to get into their committees and use last week’s notes to revise and complete their section of the project pitch. Distribute or point out materials you have placed in the room for their reference, and refer students to **Student Handbook page 41, Judges’ Rubric for “The Roads to Success Makeover Challenge.”** Encourage students to consult the rubric to keep their focus sharp for the section they’re producing.]
2. [While the students work, walk around the room, and check on the progress of each group. When necessary or advisable, make suggestions and offer advice. You should also keep an ear out for “differences of opinion,” and function as a negotiator if committee members argue. Remind students they have a deadline to keep. Let them resolve their own differences, unless you sense it will take too much time (or never happen), and the bickering will disrupt the whole class. Then step in and help them come to terms, so their issue doesn’t threaten the project.]
3. [Give students a five-minute warning when it is nearing time to stop. While they are scurrying to finish, write the following on the board: Spelling, Grammar, Typos, Facts, Logic.]

### III. Last Look/Last Chance (10 minutes)

1. [Ask students to stay in their groups, and tell them they’ll spend the next 5 minutes editing each other’s sections of the pitch. Address their attention to the list on the board, and tell them to look for anything in these categories that needs to be fixed.]

- Warn them NOT to make changes directly to any section, but rather appoint someone in the group to keep track of their findings and write them down on a separate piece of paper.]
2. [Instruct each committee to trade their portions of the pitch with the group closest to them. Tell students to look over the portion they now have with their most critical eye. Give the groups a few minutes to edit, then ask them to return the portion of the pitch, along with their editing notes, to its original committee.]
  3. [Committees will now be responsible for correcting the errors. If a question arises (for example, about proper grammar or if something makes sense), tell students to raise their hands and you will help them resolve it.]
  4. [While the committees are making their changes, pass around **Facilitator Resource 1, Our Pledge**. Tell every student to sign it and return it to you.]

#### IV. Ditch the Pitch (5 minutes)

1. [Tell the class it's time to put the pitch together. Supervise to make sure they arrange the sections in order, and include the "Advisor Agreement" and "Our Pledge." Double check to make sure everyone signed the pledge sheet before putting it in the presentation folder.]
2. [When the students have put the pitch in a presentation folder, or bound, stapled, or paper-clipped it together, ask them to ceremoniously present it to you, as their official submission to "The Roads to Success Makeover Challenge!" Accept it on behalf of the judges, and put it some place safe where other classes won't see it.]
3. [Congratulate the class on a job well done, and wish them good luck in the competition.]

#### V. Wrap Up (10 minutes)

1. [Tell the class that they are going to have a chance to think about all they accomplished during the Makeover Challenge as well as how they worked together as a team. First, they'll evaluate their own performance, and then rate how well their teammates did. Direct students to **Portfolio page 20, Self Evaluation**, and give them a few minutes to complete it.]

2. [Direct your students to **Student Handbook pages 51–52 Peer Evaluation**, and distribute additional copies if you'd like them to complete more than two.]

**SAY SOMETHING LIKE:** Each of you should have \_\_\_ [Insert #] **Peer Evaluation** sheets in front of you. You'll notice these are very similar to the **Self Evaluation** sheet. You are going to use these sheets to let your teammates know how they helped your committee. If someone worked really hard, this is the place to show your appreciation. If they didn't participate, or actually kept the group from getting things done, this is also the place to let them know. You will not sign these papers. Please remember to be as thoughtful and honest with your teammates as you want them to be with you.

You will have a few minutes to complete this work. Once everyone has finished their peer evaluations, I will walk around and collect them. Next week you will have a chance to read your teammates' comments.

3. [Once the students have had a chance to complete all of their peer evaluations, ask them to open to **Portfolio page 21, Community Makeover Reflection**. Tell students that they are to think about what it was like to work together on a project to benefit the community. Read through all of the questions as a class. Tell students that they will have five minutes to complete this portion of their portfolio.]
4. [Once they have finished their reflection page, ask volunteers to share some of their thoughts about the Community Makeover experience. Then give the class some positive feedback about what you've noticed during the last five weeks. Suggestions include: how well they worked together, how much community spirit they've displayed, how creative they were, how much promise they've showed in being future leaders in communities wherever they may go.]

**SKILLS CHECKLIST**

Direct students' attention to **Portfolio page 27, Grade 8 Skills Checklist**. Have students complete the skills checklist questions for Community Makeover Skills.

**Community Makeover****I can...**

Identify needs in my community.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Brainstorm project ideas and help to create a step-by-step plan.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Listen to the ideas of others and make my own ideas heard.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well



Blank space for writing a thank-you note.

Blank space for writing a thank-you note.

Blank space for writing a thank-you note.



**ROADS to  
SUCCESS**

**THANK YOU!**

## Peer Evaluation

Group member's name: \_\_\_\_\_

**Directions:** Circle the number below each sentence that best describes the group member's performance on the Makeover Challenge.

**He/She completed his/her share of the work on the project.**

1	2	3	4
Not really	Somewhat	Well	Extremely well

**He/She put a lot of effort into the work we did on this project.**

1	2	3	4
Not really	Somewhat	Well	Extremely well

**He/She cooperated with the members of the group.**

1	2	3	4
Not really	Somewhat	Well	Extremely well

**He/She listened respectfully to our group members without interrupting.**

1	2	3	4
Not really	Somewhat	Well	Extremely well

**He/She asked for assistance when he/she needed it.**

1	2	3	4
Not really	Somewhat	Well	Extremely well

**He/She offered help to our group members when they needed it.**

1	2	3	4
Not really	Somewhat	Well	Extremely well

**He/She shared in the planning of the project with our classmates.**

1	2	3	4
Not really	Somewhat	Well	Extremely well

**He/She showed leadership when working on this project.**

1	2	3	4
Not really	Somewhat	Well	Extremely well

## Peer Evaluation

Group member's name: \_\_\_\_\_

**Directions:** Circle the number below each sentence that best describes the group member's performance on the Makeover Challenge.

**He/She completed his/her share of the work on the project.**

1	2	3	4
Not really	Somewhat	Well	Extremely well

**He/She put a lot of effort into the work we did on this project.**

1	2	3	4
Not really	Somewhat	Well	Extremely well

**He/She cooperated with the members of the group.**

1	2	3	4
Not really	Somewhat	Well	Extremely well

**He/She listened respectfully to our group members without interrupting.**

1	2	3	4
Not really	Somewhat	Well	Extremely well

**He/She asked for assistance when he/she needed it.**

1	2	3	4
Not really	Somewhat	Well	Extremely well

**He/She offered help to our group members when they needed it.**

1	2	3	4
Not really	Somewhat	Well	Extremely well

**He/She shared in the planning of the project with our classmates.**

1	2	3	4
Not really	Somewhat	Well	Extremely well

**He/She showed leadership when working on this project.**

1	2	3	4
Not really	Somewhat	Well	Extremely well

How did you  
contribute to  
your team?



## Self Evaluation

Your name: \_\_\_\_\_

**Directions:** Circle the number below each sentence that best describes your performance on the Makeover Challenge.

**I completed my share of the work on the project.**

1	2	3	4
Not really	Somewhat	Well	Extremely well

**I put a lot of effort into the work I did on this project.**

1	2	3	4
Not really	Somewhat	Well	Extremely well

**I cooperated with the people in my group.**

1	2	3	4
Not really	Somewhat	Well	Extremely well

**I listened respectfully to my group members without interrupting them.**

1	2	3	4
Not really	Somewhat	Well	Extremely well

**I asked for assistance when I needed it.**

1	2	3	4
Not really	Somewhat	Well	Extremely well

**I offered help and suggestions to my group members when they needed it.**

1	2	3	4
Not really	Somewhat	Well	Extremely well

**I shared in the planning of the project with my classmates.**

1	2	3	4
Not really	Somewhat	Well	Extremely well

**I showed leadership when working on this project.**

1	2	3	4
Not really	Somewhat	Well	Extremely well

What did you learn  
about serving your  
community?



## COMMUNITY MAKEOVER REFLECTION

Take a moment to reflect on your experience during the Community Makeover by answering the questions below.

1. The best thing about the Makeover Challenge was \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. The most difficult part of the Makeover Challenge was \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. One thing I learned about myself in the process of participating in the Makeover was \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. One thing I learned about my community by participating in the Makeover was \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. I am proud/not proud of my performance in the Makeover Challenge because \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6. I think I will/will not seek out opportunities in the future to help within my community because \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

