AP® WITH WE SERVICE FOR ALL

Service Learning for AP® Courses

College Board

College Board is a mission-driven not-for-profit organization that connects students to college success and opportunity. Founded in 1900, College Board was created to expand access to higher education. Today, the membership association is made up of over 6,000 of the world's leading educational institutions and is dedicated to promoting excellence and equity in education. Each year, College Board helps more than seven million students prepare for a successful transition to college through programs and services in college readiness and college success—including the SAT® and the Advanced Placement® Program. The organization also serves the education community through research and advocacy on behalf of students, educators, and schools. For further information, visit collegeboard.org.

AP® Equity and Access Policy Statement

College Board strongly encourages educators to make equitable access a guiding principle for their AP programs by giving all willing and academically prepared students the opportunity to participate in AP. We encourage the elimination of barriers that restrict access to AP® for students from ethnic, racial, and socioeconomic groups that have been traditionally underrepresented. Schools should make every effort to ensure their AP classes reflect the diversity of their student population. College Board also believes that all students should have access to academically challenging coursework before they enroll in AP classes, which can prepare them for AP success. It is only through a commitment to equitable preparation and access that true equity and excellence can be achieved.

WE

WE is a movement that empowers people to change the world through a charitable foundation and a social enterprise. Our service learning program, WE Schools, supports teachers' efforts to help students become compassionate leaders and active citizens, empowering them to take action on the issues that matter most to them. Currently partnered with 18,400 schools and groups, and backed by a movement of 5.3 million youth, we are engaging a new generation of service leaders and providing resources for a growing network of educators.

Our free and comprehensive library of lesson plans is designed to be adapted to meet the needs of any partner school, regardless of students' grades, socioeconomic backgrounds, or learning challenges. Skills development through the program also increases academic engagement and improves college and workplace readiness. Third-party impact studies show that alumni of the program are more likely to vote, volunteer, and be socially engaged. Learn more at WE.org.
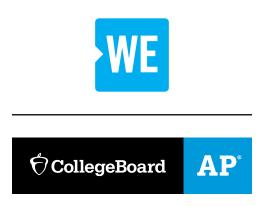
About the Partnership

College Board and WE share a passion for enriching students' learning experiences and developing well-rounded citizens. By combining the academic challenge and rigor of AP® with WE's Learning Framework, AP® with WE Service creates an opportunity for students to consider their classroom work and how it applies to real-world issues, while working closely with their peers to address relevant needs in their local and global communities.

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Service Learning for AP® Courses

WE

CollegeBoard AP®

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This Module

This AP® with WE Service for All module provides a framework for teachers in all AP® courses to incorporate service learning into their classrooms. Instead of using the course-specific modules, AP® teachers and their students investigate an issue that is important to them within the context of their AP® course.

In this module, you'll learn about the AP® with WE Service program, the program road map, and how to plan for the school year. Included are sample questions to ask students as they explore an issue or decide on their service project.

You can access the Recognition Rubric at **collegeboard.org/apwe-resources**. This rubric outlines the requirements for students to earn the AP® with WE Service Recognition, which will be listed on their AP Score Report.

Review this module in its entirety to support you in your implementation. As you begin to incorporate AP® with WE Service into your classroom, this will serve as your guide. If you have any questions about the implementation of AP with WE Service in your classroom, reach out to us at **apwe@collegeboard.org**.

Program Website:

Explore the AP with WE Service program and access resources to guide your implementation and support your outreach initiatives. The website provides brochures, parent and student flyers, videos, and more, to help guide you. Visit **collegeboard.org/apwe** to learn more.

Course-Specific Modules:

If you need examples of service learning integrated into other courses, we highly recommend that you refer to our course-specific modules. In these you'll find lessons and activities on specific topics that may help you in approaching service learning in your own course. Visit **collegeboard.org/apwe-modules** to learn more.

Program Guide:

This guide serves as a comprehensive resource to support your work in AP® with WE Service. Here you will find helpful supplemental activities and resources, plus tips and approaches, a step-by-step road map, and more. Visit **collegeboard.org/apwe-resources** to learn more.

WE Resources:

WE offers a library of resources to support you in delivering content on social topics and issues, as well as the tools and the inspiration for your students to take social action. Visit **WE.org/en-CA/our-work/we-schools/we-schools-campaigns-and-curriculum/educator-resources** to learn more.

Professional Learning:

WE's Professional Learning sessions provide time for educators to experience and debrief classroom activities, engage in discussions about social issues, and share effective teaching practices. They empower educators to teach with greater confidence and develop a new network of like-minded colleagues. For more information, contact **apwithwe@WE.org**.

Service Learning

Service learning is a pedagogy that combines classroom instruction with meaningful service to enrich the learning experience, teach civic responsibility, and strengthen communities. It is based on a structured academic foundation that goes beyond volunteering or doing community service. By combining classroom learning with meaningful service, students are able to develop a stronger understanding of local and global issues, while engaging in actions that help to make a difference, each experience reinforcing the other.

Through this module, you will:

▸ Connect the rigor of the AP experience with service learning opportunities.

▸ Foster broader academic discussions via the interactive and problem-based nature of service learning.

▸ Access relevant tools and resources to help students make the most of their service learning experience.

▸ Enable students to learn about local, national, and global issues, engage with communities, and become agents for change.

Students who successfully complete the program will be empowered to:

▸ Apply academic learning to real-life settings and situations.

▸ Enhance their leadership and social skills, critical-thinking abilities, and civic engagement.

▸ Earn a recognition on their AP Score Report.

▸ Understand the role they can play in making a positive impact locally and globally.

"Students should be encouraged to engage in meaningful, sustained community service that is authentically chosen, consistent, and well-structured, and that provides opportunity for reflection both individually and with peers and adults. The college admissions process should value this kind of service."

— Turning the Tide: Inspiring Concern for Others and the Common Good Through College Admissions

AP® with WE Service Program Model

The steps below outline how you will implement this program. Teachers will facilitate the service learning process in their classroom by helping their students:

Part 1: Investigate and Learn

Students explore issues related to a real-world challenge or opportunity within the context of their AP course.

▶

Part 2: Action Plan

Students develop a plan to implement their service learning project, including one local and one global action.

▶

Part 3: Take Action

Students implement their action plan.

▶

Part 4: Report and Celebrate

Students gather artifacts to highlight their project and may showcase their learning.

Record and Reflect

Students maintain a log of activites and complete written reflections throughout their project.

Student Experience and Recognition Requirements

Through existing topics within your curriculum and activities included in the AP with WE Service for All module, students explore local and global challenges affecting certain communities. Students can work in groups or individually and complete the following criteria to be eligible for the recognition on their score report:

Investigate and Learn: Undertake an investigation of an issue, locally and globally, and evaluate existing programs that take action on the topic, making clear connections to the AP course content.

Action Plan: Develop an achievable plan to carry out one global and one local action in the form of direct service, indirect service, or advocacy, which includes clear tasks, responsibilities, resources needed, and timeline.

Take Action: Participate in a project that has local and global significance, involving direct service, indirect service, and/or advocacy. It is possible for one service project to fulfill both the local and global requirement.

Report and Celebrate: Showcase the service project, the overall experience, and its impact and significance. Optionally, students may choose to celebrate their hard work. It is important to take time to recognize as a student group the accomplishments and impact you make.

Record and Reflect: Maintain a log of activities related to the project and complete written reflections throughout.

The AP® with WE Service model focuses on the following topics, which you may want to consider as you and your students explore topics to investigate and determine which service projects to pursue.

Five Pillars of Impact

Education   **Water**   **Health**   **Food Security**   **Opportunity**

Icon Legend

As described in the AP® with WE Service Program Guide, the WE Learning Framework identifies the most relevant core skills students will develop as they progress through this module.

ARGUMENT FORMATION	INFORMATION LITERACY	LEADERSHIP SKILLS	ORGANIZATION	ACTION PLANNING	RESEARCH AND WRITING	CRITICAL THINKING	REFLECTION

Throughout each part of this module, look for these additional icons to identify the following opportunities and notes:

Teacher Tip:

Suggestions for ways to implement or modify the activities with students.

Focus Area Alert:

Opportunities for students to practice content and skills that are pivotal for improving student performance in the AP® course and on the AP® Exam (see page 16 for a description of the AP® Chemistry focus areas addressed in this module).

Check for Understanding:

Recommendations for ways to formatively assess student progress and mastery of the content and skills practiced in the activities.

Pay particular attention to activities labeled with the red checkmark icon:

Recognition Checkmark:

Identifies activities that are required in the Recognition Rubric. We encourage you to use the most effective instructional approaches to meet your students' needs. You may use alternative activities if they achieve the same outcomes as the required activities and align with the Recognition Rubric. Review the rubric here: **https://apcentral.collegeboard.org/pdf/apwe-recognition-rubric.pdf**

Year at a Glance

Summer

▸ Submit your Authorization Form: **collegeboard.org/apwe-participate**

▸ Review the Recognition Rubric to understand key expectations of your students.

▸ Watch the AP with WE Service Informational Webinar.

▸ Select a teaching module and create a pacing guide. In addition to this AP with WE Service for All module, you can find course-specific modules here: **collegeboard.org/apwe-modules**.

▸ Review the Program Guide for optional classroom activities not included in the modules: **https://apcentral.collegeboard.org/pdf/program-guide.pdf**

▸ Join the Online Teaher Community to engage with AP with WE Service Teachers across the world: **https://apcommunity.collegeboard.org/web/apwithweorg**.

Fall

▸ Introduce the program to your class using the student letter in this resource kit and online at: **https://apcentral. collegeboard.org/courses/collaborations-with-ap/ap-we-service/teacher-resources/implementation-resources**

▸ Identify regular checkpoints to help students stay on track.

▸ Display the AP with WE Service poster to motivate students.

▸ Begin implementing the program in your classroom with Part 1: Investigate and Learn.

▸ Guide students as they design their service projects with Part 2: Action Planning.

Winter

▸ Access the AP Digital Portfolio

• Instructions for access will be distributed each Fall. You can review the Teacher User Guide at: **collegeboard.org/apwe-resources**.

▸ Guide students as they begin their service projects and participate in Part 3: Take Action.

▸ Use the teacher implementation videos (located at **collegboard.org/apwe-videos**) to address implementation challenges and help students stay motivated and engaged.

Spring

▸ Guide students as they wrap up their work and develop their service portfolio in Part 4: Report and Celebrate.

▸ Determine how your students will showcase their work.

▸ Plan a celebration (optional).

▸ Score students in the digital portfolio by June 30th.

▸ Provide feedback on your AP with WE Service experience by taking the end-of-year survey.

Plan and Teach

Before the school year begins:

While implementation of AP with WE Service in your classroom is meant to be flexible, the most consistent advice heard from participating teachers is, "start and plan early." The five steps below are recommended in order to set yourself up to successfully integrate service learning into your classroom.

▸ A. Review the Recogntion Rubric

▸ B. Consider issues relevant to your course

▸ C. Identify lessons and activities

▸ D. Decide how you will support students

▸ E. Create a pacing guide

A. Review the Recognition Rubric.

In order to earn the AP with WE Service Recognition on their AP Score Report and receive the AP with WE Service Certificate, students will have to attain "meets" on each of the rubric criterion as outlined in the Recogntion Rubric and sit for the AP® exam in their course.

B. Consider issues relevant to your course

Now that you know what is required of your students, select an issue (the problem that students will explore) related to your curriculum to learn and investigate with your students. Students will explore this issue both locally and globally.

What is an issue your students can address? Ensure that your issue is:

i. A problem both locally and globally

ii. Actionable, or a concrete approach to a problem (Example: "Access to Education" is a more concrete approach to defining a problem than simply having students tackle "Education")

iii. Related to your AP course, in that subject matter content or skills are reinforced as students approach this problem

For reference, below is a sampling of the issues explored in the course-specific modules—a full list can be found at collegeboard.org/apwe-modules. An overview of each issue at a local and global level can be found in each respective module and in our Program Guide. We also have videos that feature how current AP® with WE Service teachers incorporated these issues into their courses.

AP® Chemistry:	Access to Clean Water
AP® Computer Science:	Access to Education
AP® Environmental Science:	Loss of Biodiversity
AP® European History:	Comparing Causes and Effects of Poverty Over Time
AP® U.S. Government and Politics:	Using Politics to Improve Participation in Elections
AP® Human Geography:	Food Insecurity and Hunger
AP® Spanish Language and Culture:	Changes in the Natural Environment
AP® Studio Art: 2-D Design:	Home and Displacement

Other Issues to Explore:

- Access to Mental and Physical Well-Being
- Access to Economic Opportunity
- Access to Universal Human Rights
- Promoting Diversity and Inclusivity

- Sustainability
- Access to Government Resources
- Effects of Globalization
- Access to Literacy

To explore additional issues, visit **WE.org/exploringissues** and our implementation resources at: **collegeboard.org/apwe-resources**

To determine an issue to investigate in your class, ask:

Do I currently teach an actionable issue in my course?			
Yes		No, but I'm interested in adding one in my course	
How can you revise your lessons to include discussion and exploration of this issue?	How can you enhance student understanding of an AP concept or increase their opportunity for success in AP?	Review the proposed issues and ask, what issue might work in my existing curriculum?	How can you use service learning topics to enhance student understanding of an AP concept or increase their opportunity for success in AP?

We recommend that you research service learning projects based on these issues, and choose one that gives students the best chance of success.

C. Identify lessons and activities for student learning and investigation

After determining an issue to explore in your class, evaluate your current lessons and plan how you will incorporate the social issue discussion and activities to help students learn and investigate the problem, working to align your lessons with the rubric and the goals in the AP® Course and Exam Description.

Part 1: Investigate and Learn will provide a structure for teachers to introduce service learning to their students. Here you will find classroom activities through which you will discuss your chosen issue, consider causes and effects of the problem, and explore solutions.

D. Decide how you will support students as they plan for and undertake service projects

Consider using the following resources in the Program Guide to help:

- Finding Passion with the Issue Compass
- Exploring Leadership Styles
- Creating a Community Code
- Drafting a Team Contract
- Establishing Roles and Responsibilities
- Students plan their service projects: Develop an Action Plan

- Understanding Approaches to Taking Action
- Tips on Developing Direct Service Action Ideas
- Tips on Developing Indirect Service Action Ideas
- Tips on Developing Advocacy Action Ideas
- Establishing S.M.A.R.T. Goals

E. Create a pacing guide for the school year that includes regular check-ins with groups

This module may be implemented at a variety of different times based on the preference and needs of schools, teachers, students, and administrators. However, in order for students to build on the content they are learning as they execute their projects, AP recommends that you complete learning and investigating early in the year. Scheduling regular check-ins with your students will help keep them accountable and increase engagement.

AP® with WE Service Project Examples

AP® European History: Comparing Causes and Effects of Poverty Over Time

Students set up a donation center for people in their community to access donated furniture and household items. They had a storage unit donated from a local business and created a database to track donated items. Students then shared the database with district social workers, who arranged pick-ups for families in need.

AP® Statistics: Home and Displacement

Students partnered with a local organization in Austin, Texas, that focuses on the needs and betterment of the local homeless community, and operates with the model "Community First." The students developed a survey and set out to answer the question, "Does a lack of community cause homelessness?" Through face-to-face surveying in a community the organization built, students were able to collect and analyze data to help confirm the effectiveness of their model. As the culmination of their project, students developed a presentation and presented their findings to representatives from the organization.

AP® Computer Science A: Access to Health Care

A student created an app designed for people who deal with anxiety and panic attacks. The app allows users to notify others about their attack and the type of help they need, if any, since anxiety and panic attacks can affect a person's ability to communicate effectively.

AP® Environmental Science: Access to Clean Water

Students researched Water for Empowerment, a global organization that empowers girls and women to build healthy futures through clean water initiatives. The class decided to host a "Bucket Challenge" to raise money for Water for Empowerment. This involved placing buckets in a few different teachers' classrooms, and inviting students and teachers to drop in coins throughout a two week period. The teacher with the most money in their bucket at the end had to stand under the emergency shower in the science room and get soaked.

AP® Microeconomics: Poverty and Effects on Education

Students researched the socioeconomic disparities within their schools and communities to understand the relationship between socioeconomic status and behavior in the classroom. These students then established a relationship with their primary school teachers and created a mentorship program for behaviorally challenged students. Alongside an impactful direct service project, the AP with WE Service class also raised awareness within their community about the effects of generational poverty and held fundraisers that benefited the WE Schools program.

AP® Human Geography: Food Insecurity and Hunger

Students tackled a few different local projects to combat food insecurity and hunger in their own community. First, they organized a food drive at their school to collect nonperishable foods, which were donated to a local food bank. Then, students provided hands-on service by helping to package and serve food at the Tabernacle of Faith food pantry. Finally, the class visited the closest elementary school and taught a 4th grade class about food insecurity in their community, and the importance of choosing healthy food options. They brought soil and tomato seeds, so that each student could pot their own tomato plant.

Teacher Tips 💡

Here are some tips our teachers have learned along the way that will help with implementation:

▸ **Start early!** Introducing the program at the beginning of the school year and setting clear and realistic milestones with students helps gain buy-in.

▸ **AP with WE Service is flexible.** The instructional resources and activities provided are great assets for implementation, but many teachers have activities that may already fit their chosen issue. Teachers are encouraged to modify and adapt the program to fit their classroom.

▸ **Management is easier if the entire class participates.** Students can work in groups or individually, but do have the option to not participate without penalty.

▸ **Take advantage of the available program resource at collegeboard.org/apwe-resources:**

   ▸ Program Guide

   ▸ Videos with experienced AP with WE Service Teachers

   ▸ Webinars

   ▸ AP with WE Service Teacher Community

▸ **Share the AP with WE Service Recognition Rubric with your students** so they know exactly what the expectations are for their projects—just like you would for the AP Exam.

▸ **Arrange a celebration day or showcase early on.** Having a real date to work toward helps students stay motivated.

▸ **Build relationships with community partners.** Creating partnerships with local organizations is a great way to grow impact year over year.

▸ **Have students share the program information flyer in our Communications Toolkit with their parents.** Parental support can be key in keeping students engaged outside the classroom.

▸ **Watch testimonials and profiles on WE.org with your students.** Seeing youth their age making a difference in their community can help motivate students in a way that is relatable for them.

▸ **Recognize students' efforts often!** Feeling seen and knowing the time and energy being put into their projects is being recognized are important to keeping students continually engaged throughout the year.

▸ **Have students submit their work in the AP Digital Portfolio.** This step is optional for program completion, but requiring work to be uploaded to the digital portfolio helps hold students accountable and teachers find it easier to manage student work.

▸ **Have fun!** Service learning is an innovative way to engage students in AP coursework. Classrooms and schools across the world are structured differently and AP with WE Service is meant to be a flexible program that engages students academically and civically while rewarding students for the positive impact they have on their communities.

▸ **We're here to help!** Reach out to us at apwe@collegeboard.org with questions, ideas, or what your students are working on in your classroom.

Part 1: Investigate and Learn

Investigate and Learn is divided into three sections:

▸ Overview of Issue

▸ Causes and Effects

▸ Future Concerns and Solutions

Key takeaways:

▸ Issues can be discussed locally and globally within an AP context

▸ It is important to consider causes of causes and effects of effects

▸ Social issues are are complex and can be approached through a variety of solutions depending on the various causes and effects being investigated.

WE Service Framework

INVESTIGATE AND LEARN ▶ ACTION PLAN ▶ TAKE ACTION ▶ REPORT AND CELEBRATE

RECORD AND REFLECT

Lesson 1: Overview of Issue

Introduce students to the issue and have them explore it both locally and globally. The questions below will help guide this exploration. Remember, have students think about how the issue relates to the content and skills they are learning in their AP course.

Determine probing questions:

▸ What impact does the issue have locally and globally?

▸ How can this course be used as a tool to tackle these impacts?

▸ Is there an example of high school students standing up for this issue and making an impact on a local or global level?

Homework Example: Look for a news article related to this issue.

Lead a discussion with students related to their exploration:

▸ How is this issue currently addressed locally and globally?

▸ Who are the people, organizations, or governments that affect and are affected by this issue?

▸ What did you discover that surprised you?

▸ What are the challenges associated with this issue?

Lead a discussion about why individuals and organizations act to help others:

Have students think about the various actions organizations and individuals take to make a positive impact on their communities (you can reference the definitions on pg. 32 in Part 2.)

▸ What is service?

▸ Why do individuals, groups, and organizations perform service?

▸ How are individuals' actions in service learning different than community service or volunteering?

▸ Why is service important?

The worksheet icon will be found throughout the rest of this module to identify worksheet pages for students to fill out. These worksheets correspond with each of the four parts of the AP with WE Service Program Model and will help students to investigate and learn, action plan, take action, and report and celebrate on their issue.

Name: _____

Team members: _____

Investigate an Issue at Local and Global Levels

Investigate your issue at both a local and global level to help develop an understanding of how it is affecting people around the world, and what the associated challenges are.

What effects does your issue have on local and global communities?

LOCALLY	GLOBALLY

Who is affected by this issue?

Who is affected?

What are the challenges associated with this issue?

▸

▸

▸

▸

▸

Summarizing Your Investigation

Name: _____

Team members: _____

Summarize what you have learned from your investigation. Your work may be supported by multimedia or print materials that synthesize and analyze the issue on local and global levels.

When summarizing your investigation, keep the following in mind:

▸ What are the key takeaways from your investigation?

▸ How is the issue you investigated similar at local and global levels? How are they different?

▸ How are the solutions you investigated similar at local and global levels? How are they different?

▸ Why may your investigation be important to other AP students?

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Lesson 2: Causes and Effects

Students will continue to learn about the issue they are tackling as they break down the causes and effects of the problem, which is necessary before exploring steps to address the problem.

Have students look at the Problem Tree graphic organizer on the next page. This organizer allows students to consider the depth and breadth of a issue.

Explain the three sections. Guide students in thinking through the process of cause and effect. Model the process, using a simplified, non-issue-related example first, such as:

Problem: I am often late getting to school.
Cause: Perhaps I did not hear my alarm or got distracted as I was getting ready.
Effect: I am missing instruction, falling behind, and feeling frustrated, etc.

Problem: The issue that is being examined. Because it is not as apparent as the effects, the core problem itself sometimes takes longer to identify. Then go to the roots, which is the investigation of the causes.

Causes: Issues, situations, factors, or phenomena that have led to the problem. Prompt exploration of causes. Encourage students to think about the "causes of causes"—the multiple layers of factors that contribute to a problem. Repeat this exercise and think further about the causes of the next levels of causes. You may ask:

▸ Why does this problem exist?

▸ What are some of the factors, both locally and globally, that lead to this problem?

And finally to the leaves, which explore the effects.

Effects: Results created by the problem. As with causes, encourage students to explore multi-layered effects, or "effects of effects." At first, this part of the topic may appear to be easy to tackle, but without addressing the root cause, only addressing the effects is like trimming leaves and branches—they grow back quickly. Students should always ask: "Then what happens?" The more students drill into the effects, the more they will deepen their thinking and analysis.

▸ What are the results or problems, both locally and globally, created by this issue?

▸ What can arise when a problem goes unaddressed?

▸ If students find themselves in a debate about an issue, ask them to offer evidence, not opinion, to give students the opportunity to dive deeper.

Optional:

▸ Show a video related to this effect. It is important for students to realize that these issues exists both in their country and in others.

▸ Where applicable, explore the causes and effects of your issue using course-specific terminology and processes. Guide students with questions:
  • What terms, processes, or diagrams do we study that can be linked to our issue?
  • How do those who are tackling this issue use the words, process, or diagrams we use in our course?

▸ Provide extra practice for students:
  • If your course exam has free-response questions, we encourage you to look at old exams and pose a free-response question as independent work.
  • If your course exam does not have free-response questions, provide opportunities to practice through course performance tasks, etc.

NAME: _____

TEAM MEMBERS: _____

Problem Tree

Students will learn more about the issue they are tackling as they apply what they have learned, along with their critical thinking skills, to consider the causes and effects of the problem presented through the issue.

Leaves/branches: Effects

These are the results created by the problem. At first, this part of the issue appears easy to tackle, but when leaves and branches are trimmed, they grow back quickly. Consider the multilayered effects, or "effects of effects," that can arise when a problem goes unaddressed. Always ask: "Then what happens?" (E.g., I am missing instruction, falling behind, and feeling frustrated, etc.)

_____

_____

_____

Trunk: Problem

This is the key issue that's being studied. Because it's not as apparent as the leaves, the core problem itself sometimes takes a little longer to identify. (E.g., I am often late getting to school.)

_____

_____

_____

Roots: Causes

These are the situations or factors that have led to the problem. When exploring the root causes of a problem, ask yourself "Why does this problem exist?" Dig deeper to consider the "causes of causes"—the multiple layers of factors that contribute to a problem. In your Problem Tree graphic organizer, start by writing the problem at the center of the tree, and then look at the causes and effects of an issue. Keep digging to go deeper on the issue to find its supporting and root causes. (E.g., Perhaps I did not hear my alarm or got distracted as I was getting ready.)

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_____

Lesson 3: Future Concerns and Solutions

Needs Assessment

This lesson has students move beyond the past and present to the future. Students will begin to examine the magnitude of the issues they are investigating and look at potential solutions.

Have students carry out research to begin developing an understanding of specific challenges related to the issue being explored.

For example, access to clean water is a broad issue that covers many sub-topics such as water pollution, sanitation, and scarcity. This research is best done by having student groups investigate organizations that are working to combat the issue in different ways. Students should use the Needs Assessment worksheet to carry out this analysis.

Solution Tree

Students use the Solution Tree worksheet to explore current solutions that are in use to combat the issue. Model how to go from the center of the proposed solution graphic organization to the more specific details of the key elements to the solution, and the possible outcomes of the solution.

▸ Walk students through the Solution Tree.

▸ Start in the middle.

▸ Then go to the roots, which is the investigation of the solutions.

▸ And, finally, to the leaves, which explore the outcomes.

Encourage students to revisit and work in parallel with their Problem Tree cause-and-effect graphic organizer, which can help to ensure that their solutions are addressing actual problems. Students should develop four solutions, and their accompanying key elements and possible outcomes. They should keep track of any sources they used to fill out the graphic organizer.

Goal: This is the problem from their Problem Tree, but reframed as a goal (e.g., I aim to regularly be on time to school).
Solutions: These are the actions needed to solve the problem and achieve the goal stated at the center of the Solution Tree. When exploring solutions, students should ask, "How will this solve the problem?" Have them dig deeper to think holistically, so that they are looking beyond the short-term and addressing not only the symptoms of the problem but the root causes as well.
Outcomes: These are the results created by the solution. Results may appear as straightforward as having achieved goals, but when students consider the ripple effects and outcomes of sustainable results, the impact is far-reaching and long-lasting. Always ask, "Then what happens?"

Using the example of Access to Clean Water, here's what a sample Solution Tree might look like:

Goal: Provide families in global communities with access to clean water so that family members, especially girls, spend less time fetching water from local rivers.

Solution: Provide bottled water to the community or build a well or rain-catchment system. (Providing a finite supply of water to the community will help meet their needs in the short-term, but building a well or rain catchment system ensures people have access to clean water long into the future.)

Outcomes: Families have access to clean water through a local well. Girls can more easily collect water for their household. Girls now have time to go to school while also completing their chores.

NAME: _____

TEAM MEMBERS: _____

Needs Assessment

The following series of questions helps you to analyze and identify ongoing areas of need within organizations addressing your issue.

1. Identify three organizations working on issues related to the issue your team is working on.

_____

_____

_____

2. What does each organization do in response to the issue and/or related issues locally?

_____

_____

_____

3. What does each organization do in response to the issue and/or related issues globally?

_____

_____

_____

4. Compare each organization's approach to tackling the issue and assess the effectiveness of each approach.

_____

_____

_____

5. Identify a criticism of or what's lacking in each organization's approach. Site the source and share their argument.

_____

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_____

6. What could all three organizations do better?

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Solution Tree

In your Solution Tree graphic organizer, start by rewriting the problem from your Problem Tree and reframing it as a goal at the center of the tree. Then consider the different solutions (the roots) and possible outcomes of the solutions (the branches).

Leaves/branches: Outcomes

These are the results created by the solution. Results may appear as straightforward as having achieved goals, but when you consider the ripple effects and outcomes of sustainable results, the impact is far-reaching and long-lasting. Always ask: "Then what happens?"

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Trunk: Problem

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Trunk: Goal

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Roots: Solutions

These are the actions needed to solve the problem and achieve the goal stated at the center of the Solution Tree. When exploring solutions, ask yourself "How will this solve the problem?" Dig deeper to think holistically, so that you are looking beyond the short-term and addressing not only the symptoms of the problem but the root causes as well.

_____

_____

_____

_____

NAME: _____

TEAM MEMBERS:_____

Cite Your Sources

It is important to identify the sources you use in your research.

Tips

▸ Check with your teacher to see which citation style they require in their class (e.g., MLA, APA, Chicago, etc.)

▸ Remember to keep a running list as you consult different resources, such as books, web pages, journals, documentary films, first-person interviews, etc.

▸ Remember to alphabetize your citations.

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Part 2: Action Plan

The Action Plan section is divided into four parts:

▸ Connect Learning

▸ Form Teams

▸ Develop Action Plan

- Goal Setting
- Understanding Approaches to Taking Action
- Determining Clarity and Relevance of Goals
- Measuring Success
- Setting S.M.A.R.T. Goals
- Identifying Resources and Creating a Network
- Developing a Timeline

▸ Reflect

WE Service Framework

INVESTIGATE AND LEARN ▶ ACTION PLAN ▶ TAKE ACTION ▶ REPORT AND CELEBRATE

RECORD AND REFLECT

Overview for Part 2: Action Plan

Students apply the knowledge they acquired through the Investigate and Learn lessons to develop a plan through which they will address one local and one global service action.

Key Takeaways

▸ Completing a service action requires a set of skills, including working as a team and creating action plans.

▸ Action plans involve setting goals, identifying measurements of success, creating a timeline for each task, assigning specific responsibilities to each team member, and preparing to network with others to complete tasks.

▸ Three approaches to completing a service action are direct service, indirect service, and advocacy.

This Section Contains:

▸ Optional activities that you may choose to use with your class to deepen student understanding of particular elements of action planning.

▸ Templates that all students should complete to help them successfully meet the recognition criteria.

Connect Learning

Activity: Determining Interests

As a class, discuss the following:

▸ What issues related to your topic do you hear about on the news or read in newspapers and online articles? Why do you think these stories are covered by the media?

▸ What issues related to your topic do you think the general public is not aware of? Why do you think they are unaware?

▸ What issues related to your topic really bother you, even if you do not know a lot about them? Why are you bothered by these issues?

▸ If you were a world leader, what kinds of problems related to your topic would you tackle?

Teacher Tip:

Support students in determining their personal interests by incorporating an activity in which they think back to the problems and solutions they identified in Part 1: Investigate and Learn. Have students brainstorm the global and local issues they feel are most important and personally interesting to them.

Form Teams

It is recommended that students work in teams of four to six to plan and carry out their AP with WE Service projects. However, students may work individually or in any size group as approved by their teacher. Each team will decide on one local and one global action, and then create a plan that details how the actions will be achieved. Since each team will focus on a particular action, encourage students to form teams based on their interest in working on similar local and global issues. The more inspired and passionate students are about the issue they identify around the topic of access to clean water, the more creative they will be with the actions they develop. In order for students to pick teams, have students present the local and global issues they are interested in, then join forces with other students who are addressing similar issues.

Teacher Tips:

▶ When students first meet with their team, encourage them to create a contract so all members have a clear understanding of their own role and responsibilities, as well as those of the other members of the team. This will help to identify and establish group norms, including a plan and process for conflict resolution.

▶ Create a spreadsheet that the teacher can fill in with group members, including module (of choice), columns for check-ins, numbers, and agencies worked with. Teacher can also add a column to grade as each piece is completed.

▶ Instead of emphasizing skills and talents, ensure students are grouped based on the issue that is most important to them.

▶ If a big group forms around one issue, have students break into two groups and ensure they design different action plans on the same topic.

Resources to Support Forming and Working in Teams

Resources are available in the AP with WE Service Program Guide:
https://apcentral.collegeboard.org/pdf/program-guide.pdf.

RESOURCE AND DESCRIPTION	HOW TO USE THIS RESOURCE
Gift + Issue = Change This activity helps students discover how they can use their talents and interests to carry out a service action.	Use this activity to help students think about how they might individually contribute to an action that they feel passionate about.
Finding Passion with the Issue Compass This activity helps students to brainstorm a list of local and global issues and to share their thoughts, opinions, and analyses about the topics. Students then choose one issue about which they are most excited to learn more and take action.	This interactive activity can be used to align students into action teams according to their interests and talents.
Exploring the Four Leadership Styles Every student can be a leader within their action team. This activity helps students to understand and value different kinds of leadership styles, and to discover their own strengths and challenges as a leader.	Use this activity to help students better understand their individual strengths and the strengths of their teammates. By giving each person the power to be a leader, no one person will feel the burden of being responsible for the entire project.

Resources to Support Collaborating as a Team

Resources are available in the AP with WE Service Program Guide:
https://apcentral.collegeboard.org/pdf/program-guide.pdf.

RESOURCE AND DESCRIPTION	HOW TO USE THIS RESOURCE
Creating a Safe Space It is important for each team to create a space in which everyone feels comfortable voicing their opinions. This activity asks team members to think individually and then as a group about what they will need in order to thrive within their team.	Use this activity to help teams create guidelines around the way they interact and make decisions as a team.
Drafting a Team Contract This activity walks students through how to create a contract so all members have a clear understanding of their own role and responsibilities, as well as those of the other members of the team.	Use the contract to help students identify and establish group norms, including a plan and process for conflict resolution. This is both a key skill that students will learn and a proactive approach to problem-solving within a team environment. Use the results from the Exploring the Four Leadership Styles activity to help determine roles and responsibilities of each student in the group.
Establishing Roles and Responsibilities Teamwork is a success when project tasks are divided equally and based on individual strengths.	Use this activity to share with students how they can divide and conquer major areas of responsibility, and the roles they can each assume to make their service project both personally fulfilling and an overall success.

Develop Action Plan

After students have formed their teams, the next step is for teams to build out an action plan that:

- Identifies team goal(s)

- Establishes their metrics of success

- Identifies their network and required resources

- Creates a timeline for completing their actions by sequencing necessary tasks and identifying individual roles and responsibilities

Teacher Tip:

Be sure teams create goals that are specific and measurable. In addition to meeting the Recognition Rubric requirements, this will allow students to report on the impact of their project in Part 4: Report and Celebrate.

Activity: Goal Setting

Each team must create a goal for the team's action. This goal will need to:

▸ Be clear, measurable, and informed by the team member's needs assessment

▸ Incorporate one global and one local action

▸ Achieve direct service, indirect service, or advocacy.

Help students generate and decide on a team action goal using the following activities

Activity: Understanding Approaches to Taking Action

Every great plan begins with establishing clear goals. But first, help students understand the types of actions their team might take through their action project. There are three approaches, generally speaking, to taking action:

▸ **Direct service:** Personally engaging with and providing hands-on services to those in need (usually in conjunction with an organization).

▸ **Indirect service:** Channeling resources to the needs of a community—locally, nationally, or internationally.

▸ **Advocacy:** Educating others about an issue to increase visibility and follow up with an action that focuses on enacting change.

Resources and Ideas to Support Selecting a Type of Service

Resources are available in the AP with WE Service Program Guide:
https://apcentral.collegeboard.org/pdf/program-guide.pdf.

RESOURCE AND DESCRIPTION	HOW TO USE THIS RESOURCE
Tips on Developing Direct Service Action Ideas Get ideas and resources on how to personally engage with and provide hands-on services to those in need (usually in conjunction with an organization).	Use the following resources to show students how to create their own ideas or connect with existing ones that they can expand on: • Tips on Developing Direct Service Action Ideas • WE Volunteer Now Campaign
Tips on Developing Indirect Service Action Ideas Get ideas and support on how to channel resources to the needs of a community—locally, nationally, or internationally.	Use the following resources to show students how to create their own ideas or connect with existing ones that they can expand on: • Tips on Developing Indirect Service Action Ideas • WE Go Green campaign • WE Scare Hunger campaign • WE Are Rafikis campaign • WE Create Change campaign
Tips on Developing Advocacy Action Ideas Get ideas and resources on how to educate others about an issue to increase visibility and how to follow up with an action that focuses on enacting change.	Use the following resources to show students how to create their own ideas or connect with existing ones that they can expand on: • Tips on Developing Advocacy Action Ideas • Developing a Deep Understanding of Your Issue, and Messaging Your Message • Ensuring Message Credibility • Spreading the Word (Communications Strategies and Communications Plan Worksheets and Templates) • Practice, Practice, Practice • WE Are Silent campaign

DIRECT SERVICE

WHAT IS IT?	Personally engaging with and providing hands-on service to those in need (usually in conjunction with an organization).
EXAMPLE GOAL	By the end of the semester, we will support a local food bank and shelter by packing and serving food to people in the community. We will also visit our neighboring elementary school and teach a lesson on food insecurity in our community.
ACTIONS	• Reach out to local shelters and food banks to arrange a day for the class to visit and provide hands-on support • Once a date has been decided, make sure students all have permission to travel to the food bank (if during school hours)	• Connect with teachers/administration at local elementary school and arrange to visit a classroom to teach a lesson to young students on food insecurity • Create and print worksheets to use with younger students

INDIRECT SERVICE

WHAT IS IT?	Channeling resources to the needs of a community—locally, nationally, or internationally.
EXAMPLE GOAL	By the end of the year, we will create a storage and donation system for local families in need, where they can access furniture and other household items. We will develop a system for donations, pick-ups, and inventory.
ACTIONS	• Conduct research into which items are most needed by community members (e.g., bed frames, dining tables, household goods, etc.) • Reach out to local businesses to try to get a storage space donated • Connect with school social workers/administration to gain their support • Put up flyers around school and in the community, asking for donations (list specific items needed), including instructions on how/where to donate	• Develop an online database for tracking donations and pick-ups, and maintaining inventory • Share pick-up information with local shelters, churches, community centers, etc. • Share the donation system with school social workers, so that they can maintain the project in future years

ADVOCACY

WHAT IS IT?	Educating others about an issue to increase visibility and following up with an action that focuses on enacting change. Actions around advocacy often look like raising awareness, but without a strong call to action within the initiative as a whole. Educating others is not considered service in and of itself.
EXAMPLE GOAL	Through an informative art piece, we will educate our school community about the waste created by single-use plastic water bottles, and the impact they have on the environment. Then, we will sell reusable water bottles at school, and the proceeds from the sale will go toward clean water projects in developing countries.
ACTIONS	• Research the impact of single-use plastic water bottles around the school and in the local community • Plan out and create a 3D sculpture that incorporates informative text on the issue of single-use plastics • Seek permission from school administration to display the piece in a common area of the school	• Design and order water bottles to sell at school • Research and select an international organization that focuses on clean water projects • Organize a selling schedule for the water bottles, donate profits

Activity: Determining Clarity and Relevance of Goals

In their teams, students should now begin to develop their goal(s) for their action plan. Setting effective goals is a more difficult skill than most people imagine, but once students learn to employ one or more techniques for developing clear goals, it will serve them in all endeavors. Have students split up into their action teams and instruct them to brainstorm actions they would like to take, sharing from their personal reflections from the previous section, and drawing from their previous investigation and research, along with the needs assessment and reflections. Encourage students to use the 5Ws (what, where, when, why, who, and how) to express their overarching goal(s) and to be as clear and specific as they can.

As they write drafts of their goal(s), they should ask themselves the following questions to assess the clarity and effectiveness of their goal:

▸ Is this goal specific enough so that we know exactly what our team will accomplish?

▸ Can we measure whether or not this goal was fully accomplished?

▸ Is it achievable within our project period?

▸ Is it relevant to the social issue we are aiming to address?

▸ Do we know the deadline by which it will be accomplished?

Activity: Measuring Success

As part of goal setting, establishing Measurements for Success is an important way of knowing if the goal has been achieved. Take time to discuss measurement in a bit more detail. Measurement is an aspect of the goal-setting exercise that students should understand before they begin executing an action plan. Students will need to understand how they will measure positive outcomes so that they understand what success looks like and how they will know they have achieved their goal. Is it based on the number of people they have reached through their actions? This will require teams to keep track of numbers. Or are they also looking at how the individuals reached have been affected? A survey with written answers (or multiple choice options) could do the trick. Share with students that measuring success can take two forms:

▸ Qualitative data is usually descriptive data that provides insights into what/how people think or feel. Qualitative data is harder to analyze than quantitative data.

▸ Quantitative data usually provides a numbers-based measurement (with associated units) such as quantity, amount, or range.

Teacher Tip:

Have teams define quantitative and qualitative data sets for their action plan; then brainstorm a list of each that applies to their action project. Remind students that establishing their criteria for success and the corresponding metrics is an ongoing process. As they dive deeper into their action planning and execution, it will become clearer for students what kind of data they will need and how they will obtain it. The information may be collected by multiple team members. However, it is good to designate at least one person to any (and each) of the methods on their list.

Activity: Setting S.M.A.R.T. Goals

A S.M.A.R.T. goal is Specific, Measurable, Attainable, Relevant, and Time-bound.

Before your group starts their campaigns or actions, you're going to need a good plan. By having a plan, you will have the means to establish a defined goal and a reliable way to reach that goal. Brainstorming ideas will allow you to determine clarity and relevance for your service project. Your criteria will serve as a guideline to ensure that you have a way to evaluate your outcome and see whether or not you've achieved what you set out to do. So whether your group is trying to hit a particular fundraising total, organize a huge event with a certain number of attendees, or reach a target audience with awareness-raising speeches, you'll want to start with a goal and a plan. The surest way to do this? Build a S.M.A.R.T. goal.

Resources on Goal Setting

Resources are available in the AP with WE Service Program Guide:
https://apcentral.collegeboard.org/pdf/program-guide.pdf.

RESOURCE AND DESCRIPTION	HOW TO USE THIS RESOURCE
Determining Clarity and Relevance of Goals This is a brainstorming activity that guides students through big picture ideas and critical thinking as they begin to plan their service project goal.	Use this activity to help students sort through all the ideas they will come up with before they decide on the goal around which they will develop their action plan.
Establishing S.M.A.R.T. Goals This activity guides students through key steps of S.M.A.R.T. (Specific, Measurable, Attainable, Relevant, Time-bound) goals.	S.M.A.R.T. goals help students ensure that their team sets a "right-sized" and relevant goal to guide their action planning throughout this experience. This skill set, once learned, is one that students can apply to a myriad of other challenges and settings.

Resources and Ideas to Support Measurements of Success

Resources are available in the AP with WE Service Program Guide:
https://apcentral.collegeboard.org/pdf/program-guide.pdf.

RESOURCE AND DESCRIPTION	HOW TO USE THIS RESOURCE
Creating Measurements of Success Reporting success comes down to students' ability to collect the right data and information. This activity helps students think about the outcomes of their project as part of their goal-setting and action-planning work.	Help students understand the difference between qualitative and quantitative data, and how to go about creating and establishing the right measures of success for each team's project.
Collecting Evidence and Artifacts This activity supports students with gathering the information they will need to help report on the outcomes of their service projects.	Use this resource to help students determine the type of data they need to collect, and then how they can go about gathering the info they need. The data and information students gather will feed into their team executive summary at the end of the overall module.
Creating Surveys and Feedback Forms Creating a survey and/or a feedback form means identifying the criteria on which you want to collect data and report the outcomes.	Use this resource to show students how they can create their own surveys and feedback forms by considering all the relevant data and information they will need. Sample surveys and forms will provide further guidance.

Activity: Identifying Resources and Creating a Network

As students develop their goals and measures of success, they will start to identify what they need to execute their action plans. This will include creating connections with people, such as within (but not limited to) the school, your community, different organizations and businesses, topic experts and speakers, media outlets, the blogging/social media community, etc. These people will serve as supporters and amplifiers, as well as providers of information and resources.

For this latter part, students will need to identify the resources they need to accomplish their goals. This can include (but is not limited to):

▸ Facts and statistics (found through research or materials from other organizations)

▸ Tools and supplies (this list can be endless, but may include things like card stock, paint, tables, chairs, microphones, water buckets and sponges, labeled boxes to collect items, collection jars, etc.)

▸ Stories of individuals who benefit from the services of the organization

▸ Access to space and/or venues

▸ Methods and resources for producing necessary materials or media

Activity: Developing a Timeline

A key to success in action planning is developing a careful timeline. Not only will it help students allot the appropriate time to each task and keep them on track, but breaking up a large task or action into smaller, more manageable tasks will help them address all the necessary details in a timely fashion.

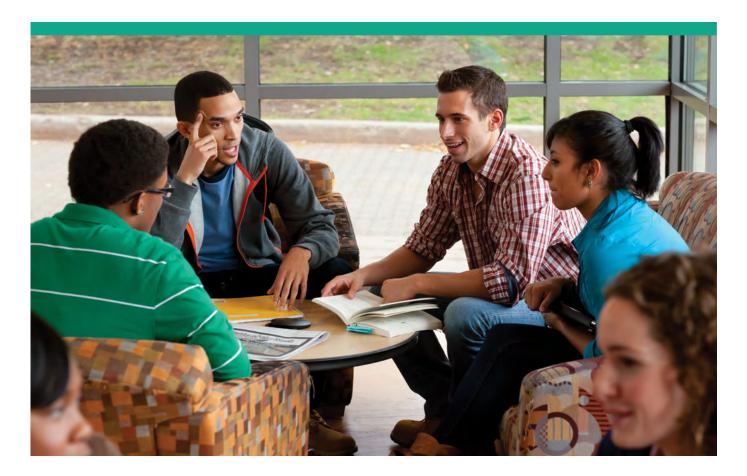### Resources to Support Identifying Resources and Creating a Timeline

Resources are available in the AP with WE Service Program Guide:
https://apcentral.collegeboard.org/pdf/program-guide.pdf.

Teacher Tip:

Emphasize to students that timelines are meant for them to have a date to work toward. When they begin working with organizations the timelines will need to be flexible.

RESOURCE AND DESCRIPTION	HOW TO USE THIS RESOURCE
Creating a Timeline Creating careful timelines is a key to success in action planning.	This activity will help students allot the appropriate time to each task and keep them on track. It will also help them break up a large task or action into smaller, more manageable tasks to effectively help them address all the necessary details in a timely fashion.
Identifying and Sequencing Tasks Creating timelines means thinking through the details and plotting the relevant tasks that get students from point A to B and onward on a project.	This activity will help students think about each step of their action project and how to plot each step as an actionable task in a timeline.
Identifying Task Owners This activity shows the difference between roles and responsibilities set out at the beginning of a project with that of an owner of an individual task.	Use this activity to show students how to effectively divide tasks amongst team members. Some tasks will be a part of each individual's overall role and responsibilities, and some will be based on personal interests, skills, and strengths.
Identifying Resources and Creating a Network This activity highlights that through the process of planning and taking action, students will meet and be in touch with many people. This network of people will grow quickly and may be valuable beyond their projects.	Use this activity to help students create a networking map to help them keep track of the people they will be working with through their action plan. They can also document the resources they will need to access, either through their network or as an item they will need to source separately.

Activity: Creating the Action Plan

After working as a team to identify team goals, establish metrics of success, determine their network and required resources, create a timeline for completing their actions, and identify individual roles and responsibilities, students are ready to put all their ideas in writing. By creating an action plan, all team members are committing to support their team in carrying out the proposed project(s).

Teacher Tip:

Have students create the local action plan first, complete the hours, and then have them complete a separate plan for their global hours.

Please keep in mind that there are no hours requirement that you need to meet, but this step will help students understand the time they invested in their projects.

▸ Have students use the Avoiding the Five Action Planning Pitfalls Tip Sheet, found in the Student Workbook, to review common mistakes made during action planning and to ensure these have been avoided.

▸ Have students use the Creating an Action Plan worksheet, found in the Student Workbook, to help build out their action plan.

Reflect

After completing their action plan, students should individually reflect on their teamwork and action planning thus far. Teams should then share their plan, describe how the project addresses the issue at local and global levels, and make connections to the AP® course.

Activity: Reflecting on Action Plan

Provide students with questions to help them reflect on their experiences working as a member of a team and creating an action plan.

▸ What is the issue that your team is taking action on? Why is this issue important to you? Why is this issue important to your team?

▸ What action is your team planning to take? How does this action fulfill an opportunity identified in your needs assessment?

▸ What are you most passionate and excited about in your action plan?

▸ Why is goal setting so important, and how can you imagine using goal-setting techniques in your life, future action plans, or other activities? How does your action goal relate to your AP® course?

▸ What kinds of leadership qualities do you hope to develop as you continue to take action?

▸ Why is teamwork so essential to carrying out effective service projects to address local and global issues?

▸ Having planned to make a difference on local and global issues, what have you learned about your ability to create social change?

Check for Understanding:

Through this reflection, students should highlight why the issue is important to them, how they can make a contribution, why certain aspects of action planning (such as goal setting) are important life and academic skills, what connections they have made to their AP® course, and what they have learned so far.

Teacher Tips:

▸ As part of their AP® with WE Service project, students will need to track their work. Look ahead to Part 4 to review and share expectations with students so that they are keeping records, taking photos, collecting documents, and tracking data.

▸ Educating others about their local and global issue is a great way for students to share their learning. Invite teams to hold an educational event or campaign to raise awareness about the social issue they have studied, which hopefully will have the power to compel their class (or community) to action. Students should consider what format they would like to use, based on their action. It may be a public speech at their school or in their community, a newspaper article, a website, a social media campaign, a short story, an artistic display, etc. It is also a great way to share the ideas they have developed in their action plan and how they will take action on the issue. This is not the action in itself but rather the education on the issue and the action plan.

Resources to Support Deeper Reflection and Educating Others

Resources are available in the AP with WE Service Program Guide:
https://apcentral.collegeboard.org/pdf/program-guide.pdf.

RESOURCE AND DESCRIPTION	HOW TO USE THIS RESOURCE
Perfecting the Elevator Pitch This activity helps students understand that what they say about their actions has the potential to do several things, including inform, appeal to emotions, persuade, and compel others to take action themselves.	Use this activity to help students create the proper "elevator pitch" for their project as they think about how to create a compelling message about what they have learned about their issue and what they will do about it.
Developing a Deep Understanding of Your Issue and Massaging Your Message This activity highlights how educating others about an issue means students must be knowledgeable about it.	Use this activity and case study to show students how to think critically about their issue as they learn to ask informed and thoughtful questions, and assess the gaps in their knowledge and the information they need to know.
Ensuring Message Credibility In order to gain support, every team's message should be able to stand up to the critics they may face. This activity will help students ensure the credibility of their message.	Use this activity to have students run three checks on the credibility of their message: creating an annotated bibliography, fact checking their message, and presenting to the class for a peer-review and question period.
Spreading the Word A message is only powerful if it reaches the right people. This activity, along with accompanying worksheets and templates, guides in developing effective communications strategies and a communications plan.	Use this activity to have students brainstorm various communications methods and assess each one's effectiveness. Then, they will develop a communications plan around their selected method to detail who their message is intended for, how the message will be communicated, and when it will be delivered.
Practice, Practice, Practice This activity highlights how public speaking is a powerful force that can break the silence and raise awareness of difficult issues.	Use this activity and case study to have students read, listen to, or watch some examples of famous speeches to identify how the speaker uses the three I's—Influence, Involve, and Inspire—with their audience.

Use the Reflect: Action Plan worksheet in the Student Workbook to reflect on what you have learned.

Part 3: Take Action

The Take Action section is divided into two parts:

▸ Connect Learning

▸ Re-Inspire and Reflect

WE Service Framework

INVESTIGATE AND LEARN ▶ ACTION PLAN ▶ TAKE ACTION ▶ REPORT AND CELEBRATE

RECORD AND REFLECT

Overview for Part 3: Take Action

As students take action, they will be equipped with tools to navigate obstacles, mitigate conflicts, collect evidence, and record their actions, while also learning how to maintain their drive and inspiration.

Key Takeaways

▸ Effective teamwork is strengthened through abilities to navigate obstacles and overcome conflicts.

▸ The impact of an action can be measured by the collection of evidence and recording actions.

▸ Re-inspiration is important when caught up in the details.

This Section Contains:

▸ Templates that all students should complete to help them successfully meet the recognition criteria.

▸ Optional activities that you may choose to use with your class to deepen student understanding of particular elements of taking action, effective teamwork, and recording actions.

Resources on Determining Effective Teamwork, Navigating Obstacles, and Overcoming Conflicts

In Part 3: Take Action, you will use these resources to help students with practicing positive teamwork, navigating obstacles, and planning for contingencies as they begin to take action.

Resources are available in the AP with WE Service Program Guide:
https://apcentral.collegeboard.org/pdf/program-guide.pdf.

RESOURCE AND DESCRIPTION	HOW TO USE THIS RESOURCE
Ezra Frech's Story Ezra Frech loves to play guitar and a ton of sports. Born with one finger on his left hand and a lower leg that was curved, he had surgery at age two to remove the lower part of his leg and transplant the big toe onto his left hand.	Ezra's story (available at **https://www.youtube.com/watch?v=KUqmJzoQQYQ**) highlights perseverance and tenacity. On losing his leg and gaining a transplanted thumb, he says, "And this hasn't slowed me down at all!" He is his school's starting quarterback and can shoot hoops for days.
Practicing Positive Teamwork and Conflict Mediation Maintaining a positive and enthusiastic team can be difficult in the midst of long sessions of work and preparation. Conflicts are likely to arise, and understanding techniques for conflict resolution is an important lifelong skill to have.	Use this tip sheet and worksheet to help students understand conflict-mediation techniques and the power of constructive feedback to keep team dynamics positive and ensure their teammates feel supported and appreciated.
Navigating Obstacles No matter how much work and preparation goes into an event, obstacles may arise at any point, acting as a roadblock to success.	Help students gain a better understanding of how others have successfully navigated and overcome obstacles using this case study on Spencer West, a motivational speaker and author of *Standing Tall: My Journey*, which underscores teamwork and focus on goals.
Planning for Contingencies This means students are thinking ahead by looking at possible issues that might come up, and planning for possible solutions accordingly.	This activity helps students work through the process of proactively identifying potential issues and considering practical solutions so that they can plan ahead.

Connect Learning

Activity: Student Log Sheet

In addition to the information, artifacts, analyses, and reflection pieces that you collect and complete, you will need to keep track of time spent on your action projects, reflect on your experiences, and collect the appropriate verification where needed. As you reflect, some of the things you may think about include:

▸ What did you accomplish today?

▸ What (if any) were the major successes or big wins?

▸ How can you build on these successes?

▸ What (if any) were the setbacks, minor or major?

▸ What is your plan to mitigate or resolve these issues?

▸ What do you plan to accomplish tomorrow/next class/next meeting?

▸ How are you feeling about the progress of the action so far?

▸ Did you collect the qualitative data you set out in your action plan? What are the testimonials telling you so far (if applicable)? Are there any tweaks or changes you need to make with your action plan?

▸ Did you collect the quantitative data you set out in your action plan? What are the numbers telling you so far (if applicable)? Are there any tweaks or changes you need to make with your action plan?

▸ What is still missing and how will you get the information you need?

▸ How did your team pull together? What were your teamwork successes? What conflicts or obstacles did you resolve or overcome? How can you be stronger as a team?

Have students use the Student Log Sheet, found in the Student Workbook, to help record and keep track of their activities and reflections.

Re-Inspire and Reflect

In the process of carrying out an action, team members will often lose inspiration or momentum. Help students reconnect with their original motivation for taking action to empower them as change-makers.

Individually, ask students to reflect on their own story as someone who is interested in changing the world through action. Provide them with the following questions to reflect on their story as an agent of change.

Activity: Reflecting on Take Action

Provide students with questions to help them reflect on their experiences of taking action as a team.

▸ How will you continue the work that you and your team started with this project?

▸ Changing the world is hard work, and a lot of fun too! What are the top three lessons you have learned during your service project?

▸ What is your story as an agent of change?

Resources on Re-Inspiration

Resources are available in the AP with WE Service Program Guide:
https://apcentral.collegeboard.org/pdf/program-guide.pdf.

RESOURCE AND DESCRIPTION	HOW TO USE THIS RESOURCE
Craig Kielburger's Story When Craig first learned about child labor at the age of 12, there was no way for him to get involved and make real change as a kid. So he set out on his own to free children from poverty and exploitation, but freed his peers at home from the idea that they had to wait to change the world.	Use the various resources—including videos, articles, and books Craig has written—to inspire students with the knowledge that passion and determination can truly change the world. Access the resources here: **https://www.we.org/en-CA/about-we/about-us**.
Ally Del Monte's Story Every year, 3.2 million kids are bullied. Sixteen year-old Ally Del Monte was one of them, but she decided to fight back by motivating others to be proud, be strong, and, most of all, be brave.	Use Ally's story (available at **https://www.youtube.com/watch?v=QhHLekYrrp8**) to inspire students and spark a conversation. Ally talks about bullying and its terrifying impact, but she also talks about overcoming the bullying and leading by example.
Razia Hutchins and Maurice Young's Story The I Am For Peace movement started as a neighborhood march against violence in the south side of Chicago. Now an annual event, it has gone global, thanks to champion youth Razia Hutchins and her partner in peace, Maurice Young.	Use Razia and Maurice's story (available at **https://www.therenewalproject.com/fighting-against-chicagos-gun-violence-with-peace/** to inspire students about how a passion-driven initiative can make a life-altering impact—on those who lead the initiative as well as those who will be inspired to join.

Part 4: Report & Celebrate

The Report and Celebrate section is divided into three parts:

▸ Connect Learning

▸ Celebrate

▸ Complete Final Summary and Reflection

WE Service Framework

INVESTIGATE AND LEARN ▶ ACTION PLAN ▶ TAKE ACTION ▶ REPORT AND CELEBRATE

RECORD AND REFLECT

Overview for Part 4: Report and Celebrate

Students will compile and showcase their work. They will then celebrate their accomplishments and look ahead at ways to continue to sustain their actions.

Key Takeaways

▶ Devoting time to serving the greater community can positively affect the individual and the community.

▶ Service learning enables students to make local and global connections to AP® course content.

This Section Contains:

▶ Templates that all students should complete to help them successfully meet the recognition criteria.

▶ Tables containing optional activities that you may choose to use with your class to deepen student understanding of particular elements of Report and Celebrate.

Connect Learning

Activity: Understanding the Purpose of Showcasing Work

Discuss the following:

▸ Why is it important to put together evidence of your service project?

▸ What is the value of showcasing your work?

▸ What are the different ways in which portfolios can be presented?
Are some ways more effective than others? How and why?

▸ How can a portfolio be used to educate, inform, and guide other students in creating their portfolios?

Activity: Collect Artifacts

To showcase their work, instruct students to consider including elements they would find interesting and helpful to have if they were just beginning their action. What would they include to help students who are only beginning their action planning?

Putting Together a Portfolio of Artifacts

A portfolio is a collection of work, material, and achievements that you believe best explain and represent your AP® with WE Service work. It can take one or more forms:

▸ An online presentation through Prezi or PowerPoint

▸ A blog or a website, or any other online tool that you may choose

▸ Video presentation

▸ Physical portfolio displayed on a presentation board, in a binder or scrapbook, etc.

! **Focus Area Alert:**

Have students describe the steps and actions they took to effect change. They should describe any policies, regulations, or laws that could be implemented and enforced to facilitate continued change in this area.

Celebrate

Optional Activity

Amazing actions, incredible impacts, and outstanding student leadership deserve to be celebrated. It is important to honor the work students have done and recognize the impact they have had on their communities, the nation, and the world. As a class (or perhaps a school, if other AP® with WE Service courses exist in the school), organize a celebration that fits the actions that the students have taken. A few celebration ideas include:

▸ WE Day

▸ A school-wide assembly

▸ A project fair for the whole school to visit

▸ An outdoor cinema-style documentary screening

▸ Poster exhibition

▸ School newsletter, newspaper, or special-edition magazine

Do not forget to share and celebrate over social media:
Post on facebook.com/WEmovement • Tweet @WEmovement, #WEday, #APWEServe

Teacher Tip:

Students have seen what they can accomplish as small groups, so put together all of their numbers so they can see the change they affected as a whole group.

Resources on Celebrating...

Resources are available in the AP with WE Service Program Guide: **https://apcentral.collegeboard.org/pdf/program-guide.pdf**.

RESOURCE AND DESCRIPTION	HOW TO USE THIS RESOURCE
... At WE Day	WE Day is a powerful, life-changing event that combines the energy of a live concert with the inspiration of extraordinary stories of leadership and change. Visit the WE Day website (**WE.org/en-CA/our-work/we-day/**) to find an event in your city or nearby, and apply for tickets.
... At a School-Wide Assembly	School assemblies are a popular way to showcase and celebrate collective achievements. Use the sample road map in this tip sheet to organize a memorable school assembly.
... Through Social Media	Social media is a great way to celebrate all of the amazing work your class is doing. Join the conversation online and create fun, engaging content to share your big ideas.
... Through a Project Fair	A project fair allows for intimate and meaningful interaction between teams and the rest of the student body, allowing other students to explore and understand the different service actions at their own pace. This tip sheet will provide thoughts and ideas on organizing a project fair.
... With a Documentary Screening	Why not make a final documentary of the different action projects and hold a school-wide screening? This tip sheet will help you get started.
... With a Poster Exhibition	Posters can convey a lot of information and emotion through art and concise copy. It is a great team exercise as part of their portfolios and a terrific way to share and celebrate their successes within the school and even the community.
... With a Special Publication	Put together a class publication that shares the highlights, learning, and successes of the teams through individual and/or team articles, photo essays, and editorials. This tip sheet will get you started.

Celebrate with WE Day

Imagine a stadium-sized celebration of thousands of students who share a passion for making the world a better place. Imagine a global roster of speakers and performers including Nobel Prize-winner Malala Yousafzai, Martin Luther King III, Demi Lovato, and Selena Gomez. Imagine an event where young service leaders are the VIPs! That's WE Day.

WE Day Connect

WE Day Connect is an interactive, online event, hosted by WE Day talent, for students and educators across North America. In this 90-minute program, students celebrate selfless acts of volunteerism and learn how their peers are working to make a difference in their local and global communities. During our first WE Day Connect event, 30,000 people tuned in, making this our largest youth attendance for a WE Day to date! Learn more at **WE.org/en-CA/our-work/we-day/we-day-connect**

WE Day Special

We've teamed up with some amazing partners to bring the power of WE to you—wherever you live. The WE Day broadcast will bring families together for an evening of inspiration and empowerment through incredible speeches and performances by people who are making a difference in their communities. Watch the WE Day special online at **WE.org/broadcast**.

WE DayX

Bring the power of WE Day to your school. Kick off your year of action or celebrate the end of one with your own WE Day-style assembly, and unite your school for a better world. With WE DayX, any group can host their own event in the true spirit of celebrating and inspiring local change-makers. Learn more at **WE.org/wedayx**.

WE Day Webcast

Can't make it to WE Day? Watch the live webcasts of each WE Day event online at **WE.org/watchweday**. For a list of event days, check out **WE.org/we-day-events**.

Earn Your Way

You can't buy a ticket to WE Day. As an AP® with WE Service class, you earn your way there through your service-projects and are invited to the WE Day closest to you! Visit **WE.org/weday** to learn more.

Celebrate with Social Media

Social media is a great tool to show all the amazing work your students are doing! Join the online conversation and create fun, engaging content to share your big ideas. Whether you will be running your group's accounts or teaching your students how to run social media in a fun, safe, responsible, and effective way, these tips will provide creative ways to amplify your projects in the digital space!

Getting connected. This is the best place to get started. Make it a team effort and tell your school that you'll be posting all about the amazing work they'll be doing. Grow your network by adding group members and students on all of your social media accounts. Stay digitally active and keep up the conversation online! Engage with posts using likes and motivate each other with comments.

Take great photos. Eye-catching visuals are an absolute necessity when it comes to social media! Bright backgrounds, daylight, and big smiles are the best combination for an awesome picture. Mix it up by changing up settings. (One photo can be in a classroom; another can be outside!) This will add variety to your feed and make it much more interesting.

Share in a timely fashion. Want to know a fact about social media? It only thrives if people see it. Post at times that will guarantee views. Sharing during lunch break and right after school will ensure your content gets the most visibility.

Updates! Does your latest project include a goal you're trying to reach? Keep your school updated on how close you are! Provide updates as soon as you get them, to keep your students and teachers in the know. That post might be the extra push you need to achieve your goal.

Use hashtags. Craving inspiration to spice up your campaign? See what others are doing by looking up the hashtag.

Gifs! Take your feed to the next level with these short animations. Download a GIF maker from your preferred app store and fuse your photos together to liven up your newsfeed.

Tag—you're it! Here's a fun way to get your school involved: play a game of digital tag. Once you've posted, have students tag five friends and challenge those friends to tag and share with five others. You'd be surprised how fast word gets around! (PS: This works even better if you all use the same hashtags in your captions.)

Create a challenge on the WE Day app! Amplify your latest project with a challenge on the WE Day app! Not only will your friends be psyched to take it, it'll also be available for all app users so they can contribute to your project! Make it quick and related to your project, and amplify it further by sharing it on your social channels!

Share with us. We love seeing how your projects are going! Tag your posts with **#WEday, #WEschools** and **#APWEServe**. They might just get featured!

Complete Final Summary and Reflection

Activity: Complete Final Executive Summary

Once students have completed their action, submitted their evidence, and celebrated their work, students may complete an executive summary as a team. The executive summaries offer a snapshot of the team's outcomes based on:

▸ Summary of the team's work and individual contributions

▸ Analysis and highlights of evidence collected

▸ Explanation of the project impact and its significance within a larger context

▸ Summary of what they learned about their AP® course through the service project

Activity: Reflect on the Overall Service Experience

Individually, students complete a final reflection that describes their overall service experience. Students reflect on their thoughts at the start of the project and how they feel they have grown over the course of their service work. What do they now understand about the role of service and active citizenship, especially as an application of their learning?

Activity: Record and Reflect

Using the following questions to guide your writing, reflect on the overall action project, which will inform the development and assembly of your portfolio.

Overall, in this action project:

▸ What were your most important successes as a team, and what were the important factors that helped you accomplish those successes?

▸ What obstacles did your team overcome and what strategies were important in navigating those challenges?

▸ What was your favorite moment in carrying out your action?

▸ What are you most proud of?

▸ If you could go back to the start, what advice would you give yourself or your team? Is there anything you would do differently?

▸ How is your community/the nation/the world a better place because of your action?

▸ How have you developed as a global citizen in taking action? What plans do you have to continue your work as a change-maker?

Completed the module?
Register to become a WE School!

Congratulations on implementing and completing your service projects. Did you know that if students at your school complete at least one local and one global action, your school is eligible to become a WE School? Spread pride throughout your school and unlock unique opportunities by starting a WE Schools group! Check out **WE.org** and look for the WE Schools application.

Want more?

Follow @WEmovement
#APWEServe