

Dear Educator, Parent, or Instructional Leader:



It is a thrill to hear of young people all over the United States and Canada running book drives to make sure kids like them can also experience the joy of reading. If working with a school or youth group we encourage you to use your book drive as a service learning project. **Service learning** not only helps students apply knowledge and skills to practical issues around them, but also helps them gain a better understanding of themselves as they explore and develop ways to contribute to their communities and the wider world.

We have included a resource from the National Youth Leadership Council on the core components of a great service learning project. Here are our tips for integrating the IPARD service learning model into your book drive:

### **Investigation**

*It is best for students to select the topics and issues they are concerned about. If your students are genuinely interested in why access to books differs around the world and what they can do to help, an African Library Project book drive may be a great fit! During this phase of the project, your students can conduct research on the country they are matched with and examine the causes and effects of book famines around the world.*

### **Preparation/Planning**

*Put your students in the front seat of planning your book drive! Support them in identifying book collection and fundraising strategies that get them excited and help them develop a timeline from start to finish.*

### **Action**

*Get people involved! Collect books! Fun-raise! Sort & curate the best library you can!*

### **Reflection**

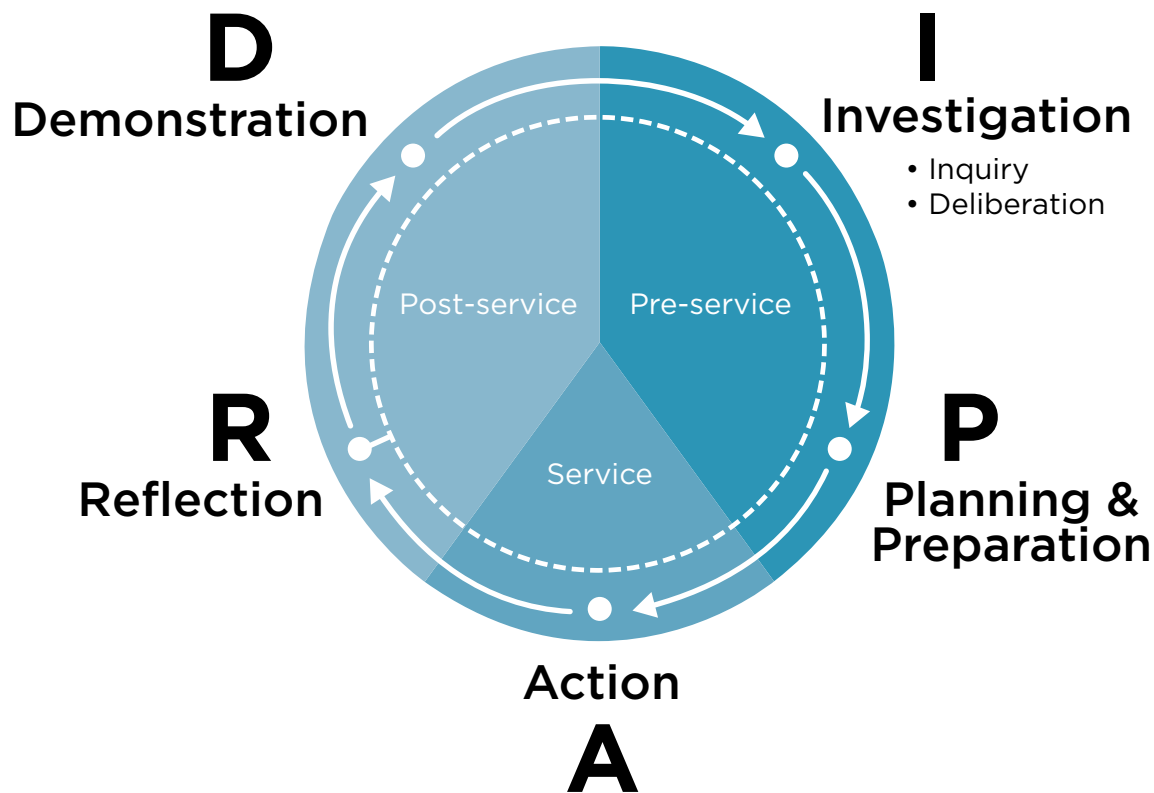
*After you successfully mail your books, take time to reflect on your book drive as a group and individually. Explore what was most meaningful for your students and tell us about it!*

### **Demonstration (and Celebration)**

*Share your book drive experience across your school and local community. Share your experiences online and with our team.*

*We will notify you when your library ships from the United States and when it arrives at its destination country (this may span 3-6 months so keep in touch!). Be sure to use these moments to celebrate the tangible difference your students made!*

The following material is from the [National Youth Leadership Council](#).



Below is an opportunity to plan the activities in each stage of the IPARD cycle. Throughout the IPARD model be sure that you have identified how the K-12 Service-Learning Standards for Quality Practice will be integrated throughout. Note that the beauty of service-learning is that everyone has a voice which means your plans below may change accordingly.

The following questions should not be answered in isolation but should be built on the foundation of Stages 1 and 2. Activities should lead you toward mastery of the outcomes and goals listed in Stage 1 as well as the sub-skills and knowledge needed to master those skills.

## Investigation

Through research and inquiry, you identify a genuine community need and its root causes.

*Questions to consider:*

- What community will you be serving (world, nation, local, specific population)?
- What is the community need you identified and how do you know it is a genuine community need?
- What research have you done to refine the community need? What further research can you do to prove this is a community need?
- What additional skills may you need to develop?
- Who are possible community partners, either individuals or organizations that are also invested in this issue?
- How will you come to a consensus of one community need?
- How feasible is your identified project? What are some potential barriers you might face? Who can help you overcome those barriers?

*Examples of Investigation activities:*

- Community mapping of assets and needs
- Surveys
- Formal research online or offline
- Newspapers or newscasts
- Community interviews with citizens or leaders
- Personal interest surveys
- Listening to speakers
- Community observations
- Field trips

How will you identify, investigate, and research a community issue?

What products are students producing that they can be assessed on?

## Planning and Preparation

Based on initial research, you identify a realistic and meaningful service project with clear goals, timeline, roles, and follow-up.

### *Questions to consider:*

- Issues can often be complicated and have different viewpoints. How will you incorporate multiple viewpoints in your service?
- Are there community partners, either individuals or organizations, who are also invested in this issue? Who are they?
- How will you stay in communication with community partners and their peers throughout the project?
- Planning and preparing often requires you to work as a team. What activities will help you communicate and collaborate effectively?
- What are the short- and long-term service goals?
- What is your timeline?
- What resources do you already have for the project? What additional resources do you need?
- How will you ensure you are meeting the service goals and timeline?

### *Examples of Planning and Preparation activities:*

- Create a timeline
- Create a budget
- Break into committees
- Meet with community partners
- Create a plan
- Plan an event

What activities will you participate in to plan and prepare for your project?

What products are students producing that they can be assessed on?

## Action

You implement the plan through direct, indirect, or advocacy-based service. Throughout the act, you collect evidence of your project and impact.

*Questions to consider:*

- What service actions will you take to make an impact on the community?
- How will you address the root causes of the identified community need/issue?
- How will you document their service activities?

What action activities (or possible action activities) will you take as a part of your project?

What products are students producing that they can be assessed on?

*The service component of a service-learning project usually falls into one of three broad categories:*

### **Direct Service**

These activities involve establishing personal contact with people in need.

Examples: working with senior citizens to create oral histories, tutoring younger participants, and delivering meals to people with physical limitations.

### **Indirect Service**

These activities usually happen at school, channeling resources to the area of need, rather than working directly with the recipients of the service. You may have little to no direct contact with the service recipients.

Examples: writing children's books to be donated to a homeless shelter, raising funds to protect an endangered species, and collecting supplies for a community recovering from a hurricane.

### **Advocacy**

These activities involve lending your voice and talents to help eliminate the causes of a specific problem. In a sense, this is also a form of indirect service.

Examples: making a presentation to the city council in support of a specific policy, launching a PR campaign about a health issue, and mobilizing community support for a piece of public policy.

Large projects may incorporate several service components, covering two or even three of these categories.

For example, a school-wide project to address hunger could include work at a food shelf (direct), a canned-goods drive (indirect), and lobbying state legislators to implement policies that help low-income families (advocacy).

## National Youth Leadership Council

## Reflection

Through a variety of cognitively challenging activities, reflection takes place at every stage of the cycle to assist in understanding the connection between what is being learned and the action taken.

### *Questions to consider:*

- How will you ensure that reflection is cognitively challenging?
- How will your service-learning reflections be connected to formative and/or summative assessments?
- How will you vary reflection activities to support multiple intelligences (spatial, linguistic, kinesthetic, interpersonal, musical, logical-mathematical, linguistic)? How will diverse team members' strengths and needs be considered in the development of reflection strategies?
- How can you utilize the K-12 Service-Learning Standards for Quality Practice within your reflections?
- How will you reflect before, during, and after?
- What strategies will you use to incorporate challenging reflection opportunities through the service-learning experience?
- How will you use reflection as a guide for improvement?
- How will you ensure that reflection goes beneath the surface and that you are thinking deeply about complex community problems and alternative solutions?

### *Examples of Reflection activities:*

- Write a poem, story, essay, article, or speech
- Create a podcast or video
- Analyze service data, create graphs, flowcharts, puzzles
- Act out a skit, dance, plan, or create art
- Create a presentation, website, bulletin board, mural, cartoon, poster, scrapbook, or model
- Write and perform a song
- Discuss as a small or large group, interview beneficiaries of services, teach others, or interview each other
- Complete a self-assessment

How will you reflect on your service action?

What products are students producing that they can be assessed on?

## Demonstration

You showcase learning and community impact to stakeholders and supporters while making recommendations for sustainability and expansion.

*Questions to consider:*

- How will you publicly demonstrate your knowledge gained and service completed?
- What plans for demonstration will allow you to meet project goals? In what way can demonstration support your summative assessment goals?
- How will you celebrate your accomplishments?
- How can you gain closure on your efforts while still remaining inspired to take further action?
- If the project is continuing, how will you start the IPARD cycle again?
- If the project is ending, how will you either pass on your work to others or inspire others to take action?
- What are your recommendations for future service?
- How have you developed or grown as a result of the project?

*Examples of Demonstration activities:*

- Events (informal to formal)
- Portfolios (hard copy or online)
- Present at a conference
- Share with the media (television, radio, newspaper)
- Social Media
- Reach out to a community leader

How will you demonstrate what you have learned?

What products are students producing that they can be assessed on?