HSE CATS 2019-2020 INFORMATIONAL PACKET

What is included in this packet:
- An overview of the CATS program
- Agenda
- Curriculum guide
- Project planning packet
- Helpful links
- HSE21 Guideline Overview

Overview of CATS program:

What is CATS?

CATS stands for Creating Actions Through Service and we are a community service program that aims to help others do service by providing materials to teachers and students. HSE CATS teachers will be given a packet and prewritten curriculum that walks through the steps of doing a service project. We will be here to help teachers every step of the way and we are excited to help you change the world! Our materials are designed to be flexible so each project can go in the direction of your choice.

Service Showcase:

To show off all of the hard work and dedication CATS teams put into their service projects during the year, they will have the opportunity to have a booth at our Service Showcase. Family members, friends, and anyone else is invited to come check out all the amazing things accomplished that year.
Each CATS group will get a table to set up their project. Students will be able to explain their project, and how and why they did it to onlookers. Family and friends will be able to walk around and check out all of the different service projects and will hopefully be inspired to start their own.

Why are we doing CATS?

The purpose of CATS is to help people do community service in the best way possible. With more students starting to learn the importance of service and helping others at a younger age they will be able to lead world changing projects in the future.

What is expected from the teachers:

Teachers who participate in the CATS program are expected to do one service project. These projects can be done with a class, club, team or anyway they see fit. While teachers are not required to use CATS materials but encouraged to. Always remember, the CATS team is an aide to teachers and a guide to students!

Why do service based learning?
- A great way to fulfill the HSE21 standards
- The curriculum fits with state standards
- Students have an opportunity to apply their understanding of concepts learned in school to real life situations and experiences
- It enhances children's abilities to work with groups, communicate with others effectively, and stay organized
- Leads to students finding who they are as they find ways to contribute in their own ways to the community

- Develops a commitment to doing service that can stay with kids their whole lives
- Learning through reflection helps build up deeper learning
- Deal with real challenges and have to find solutions

HSE CATS Curriculum Guide:

Overview

CATS aims to help teachers implement service projects with their students. This curriculum guide serves to outline possible ways that teachers can introduce the project, teach their students about the importance of service in their community, and complete a project that students are invested in. These practices can be modified to fit different age groups and students who require different supports.

Social Studies

Service projects in the community can address a number of social studies standards for K-5 learners. The table below shows standards at each grade level that could be applied to a lesson on service.

Standard	
K.2.1	Give examples of people who are community helpers and leaders and describe how they help us.
K.2.4	Give examples of how to be a responsible family member and member of a group.
K.3.3	Locate and describe places in the school and community
K.3.7	Recommend ways that people can improve their environment at home, in school, and in the neighborhood.
1.2.1	Identify rights that people have and identify the responsibilities that accompany these rights.
1.2.3	Describe ways that individual actions can contribute to the common good of the classroom or community.
1.2.3	Define what a citizen is and describe the characteristics of good citizenship
2.2.5	Identify people who are good citizens and describe the character traits that make them admirable
3.2.2	Identify and know the significance of fundamental democratic principles and ideals.
3.2.5	Explain the importance of being a responsible citizen of your community, the state and the nation. Identify people in your community and the state who exhibit the characteristics of good citizenship.

3.2.6	Explain the role citizens have in making decisions and rules within the community, state and nation such as participating in local and regional activities, voting in elections, running for office, and voicing opinions in a positive way.
3.2.7	Use information from a variety of resources to demonstrate an understanding of local, state and regional leaders and civic issues.
4.2.5	Give examples of how citizens can participate in their state government and explain the right and responsibility of voting.
4.2.6	Define and provide examples of civic virtues in a democracy.
4.2.7	Use a variety of resources to take a position or recommend a course of action on a public issue relating to Indiana's past or present.
5.2.8	Describe group and individual actions that illustrate civic virtues, such as civility, cooperation, respect and responsible participation.
5.2.9	Examine ways by which citizens may effectively voice opinions, monitor government, and bring about change in government including voting and participation in the election process.
5.2.10	Use a variety of information resources* to identify and evaluate contemporary issues that involve civic responsibility, individual rights and the common good.

Literacy

Using literature is a great way to introduce a topic to students, and it ties in well with social studies. Using books to bring your students into the unit also allows teachers to address literacy standards that can go along with the books they choose. The following are books that address the importance of giving back to your community or give examples of children participating in their community.

The Giving Tree by Shel Silverstein
How to Heal a Broken Wing by Bob Graham
Random Acts of Kindness by Conari Press
Be Kind by Pat Zietlow Miller
What Do You Do with an Idea by Kobi Yamada
Counting on Community by Innosanto Nagara
26 Big Things Small Hands Can Do by Coleen Paratore
It's Your World: Get Informed, Get Inspired, and Get Going! By Chelsea Clinton
Look Where We Live!: A First Book of Community Building by Scot Ritchie
Quinito's Neighborhood by Ina Cumpiano
Green Green: A Community Gardening Story by Marie Lamba
The Lemon Tree by Katherine Graham
Maybe Something Beautiful: How Art Transformed a Neighborhood by Isabel Campoy
The One Day House by Julia Durango
It Takes A Village by Hillary Rodham Clinton

<u>Hey, Wall: A Story of Art and Community</u> by Susan Verde

<u>Implementing the Project</u>

I. Introduce the concept of community and the importance of service by using one or two of the books listed above. Use an example specific to your community if possible.
II. Have students brainstorm the projects they could do. Younger students may need more assistance in coming up with projects. Talk to students about parts of the community and what things you see that students could work on. Is there a shelter that needs donations or help sorting donations they already have? A library that could use a beautiful mural? Students can brainstorm as a whole class, in groups, or individually.
III. Bring students together and choose a project to do. Help them with the planning stage. What needs to be done, and in what order?
IV. Have students get in groups and assign each group a specific task to work on. Students can be in charge of making fliers or advertising the project in other ways, communicating with the community partner, reaching out to parents and others for support, gathering needed supplies, or anything else the project needs. The goal is for students to take the lead with the assistance of adults when needed.

Project Planning packet guide:

The intended purpose of this packet is to serve as a guide to help individuals run and plan a service project. There are six mini lessons that go more in depth for each step of the packet.

2019-2020 Project Packet

NAME:

_____

What is included in this packet?

This packet will help you walk through the steps needed to run a successful project. It can sometimes be hard to figure out what kind of project you want to do and how you are going to do it so use this packet as much or as little as you would like to help change the world!

This packet will go through the following steps:

- Finding Your Passion
- Research
- Planning
- Goal Setting
- Activation
- Reflection

I CAN ➡️ CHANGE THE WORLD

-----FINDING YOUR PASSION-----

What inspires you to help the world?

List behaviors or actions you dislike and like.

List some problems that you think should not exist.

Which of the problems listed above make you the most upset?

What changes do you think you can make to fix this problem?

Pick a cause to help:

Why did you choose this cause?

-----RESEARCH-----

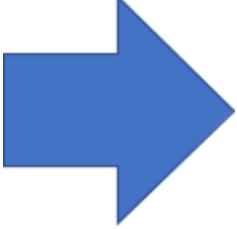Your cause: _____

How can you help?

What charities are already working on this?

What does the group you are trying to help need?

What can you do to help?

Be familiar with the issue, make sure you know important facts and different ways that they can be helped. List some below:

I WILL ➡ CHANGE THE WORLD

-----PLANNING-----

What are you doing to help the cause?

When are you going to do this?

Where will the project take place?

List what steps need to be taken below to do your project:
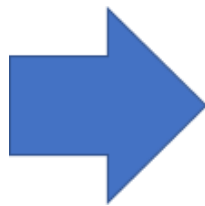

Make a timeline for your project:

⟷

-----GOAL SETTING-----

When it comes to goal setting the bigger the goal the better so go for a really big goal! You will always be able to accomplish more than you think!

My Goal is to:

_____

I AM ➡ CHANGING THE WORLD

-----ACTIVATION-----

People can get very busy once their project starts and you can easily forget to do something important. Make a list below of everything that you want to make sure gets done. It also might be helpful to assign specific tasks to different people.

- .
- .
- .
- .
- .
- .

-----REFLECTION-----

Was your project successful?

What did you learn?

What problems did you overcome?

Are you going to continue on with this project or start a new one?

BRAINSTORM

Write down below some ideas for your next project or how you are planning on expanding your last one!

Remember to thank everyone who helped you with your project!

The following plan is designed to go along with the project planning packet which can be found here:
https://catshse.weebly.com/uploads/1/1/9/2/119240686/2018.0.pdf

Finding your Passion:

Watch this video to become familiar with the United Nations list of 17 problems:
During this video have your class think about which problems they want to change the most.
https://vimeo.com/138852758
For more information on the global goals look here:
- https://www.un.org/sustainabledevelopment/sustainable-development-goals/
- https://www.globalgoals.org

Write down the problems that the students find most significant.

ASK: Where are some places these problems are seen in your community?
Write down these answers too!

Have students break into groups based off of which issues they want to change or decide as a class one issue to focus on.

Finally, answer the questions in the packet for the "Finding Your Passion" section.

Research:

https://www.ted.com/talks/ernesto_sirolli_want_to_help_someone_shut_up_and_listen
Watch just the first 4 minutes if you are short on time.

Have your class think about the cause they are helping and what it really needs. Consider reaching out to the organization you are helping or looking online.

If time consider having the students write about the root causes of the issue, how it affects people, what can happen if the problem is not addressed and what groups/people are already doing to make a change.
Or, consider having a group do a presentation or paper on one of the above topics.

Planning:

With their research in mind have students design a proposal in a group or individually with a plan on how they want to help change an issue. Have the students share their proposal to the class and then vote on which plan the class or their group wants to do.
Be sure to include in the proposal:
- A goal
- How they will do it
- A list of things that would need to be done
- Jobs for everyone regarding the project, consider breaking them into small teams

Also, have students think about how they will present what they have done, such as a video, presentation, or tri-fold!

Activation:

After your class has decided on a plan, divide up tasks to make sure everything is accomplished! Consider dividing the class into teams, each with specific jobs. For example, have some students work on making poster and spreading the word, while others email companies for donations. For small group projects, consider appointing specific positions per student, such as project manager, head of communication, etc.

Reflection:

Once the project has been completed think as a class how it could be improved. Also, make a presentation that explains the whole project and the process used to create it. Remember to stress the importance of reflecting on what the class has done, even if the end result was not what was expected. This can be presented at the HSE CATS Service Showcase!

If you made any changes to this plan, created materials that you would like to share or have any recommendations please email them to gigeremm000@hsestudents.org or catshse@gmail.com

Links:

Website: https://catshse.weebly.com

More info: (by signing up for this you are saying that you want to receive more information about
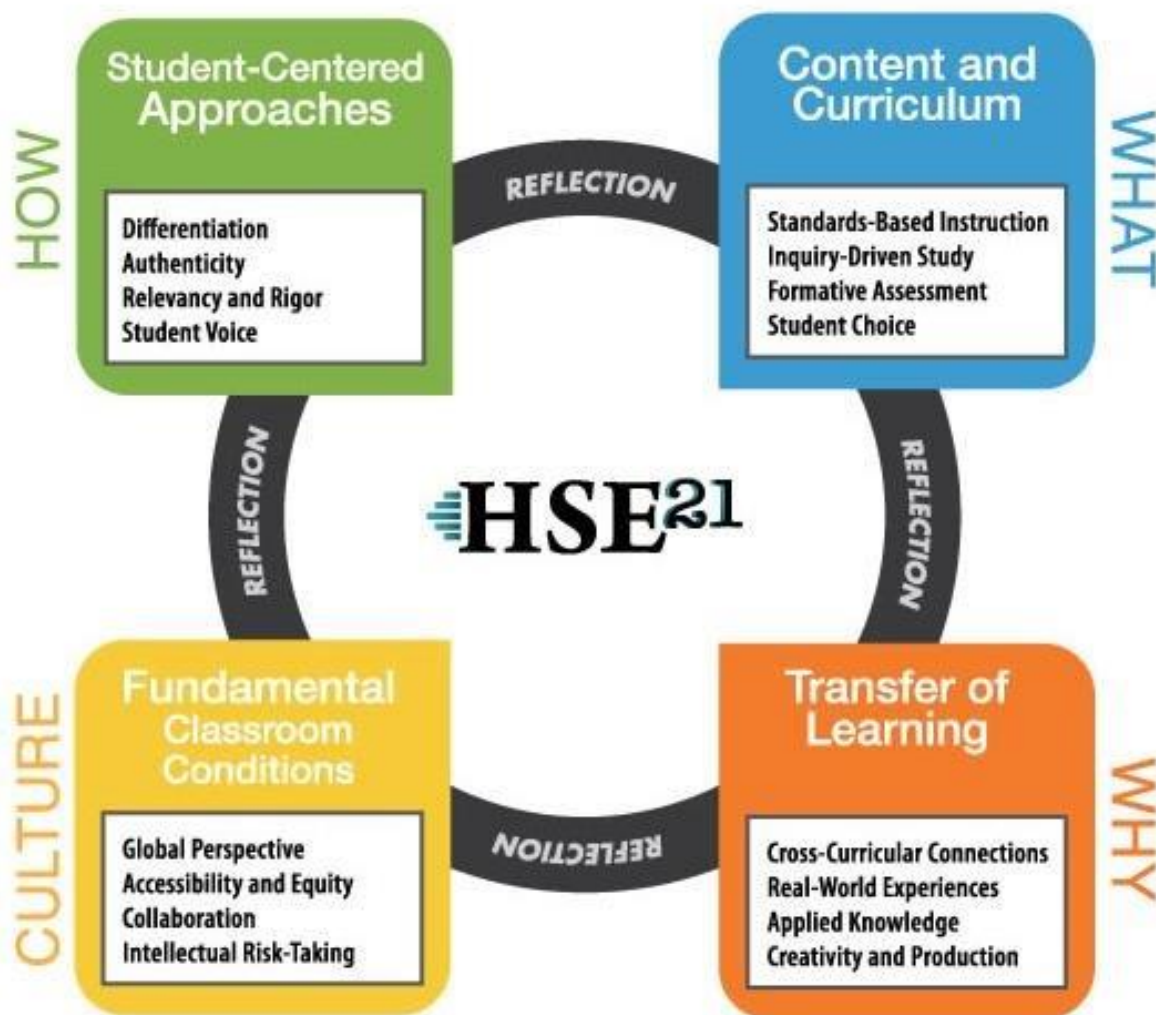
CATS) https://docs.google.com/forms/d/e/1FAIpQLSezlKVdcyGjMFUKnvlV_VCFD3R-

5ktVQX7LSCJGumRMr-D6DQ/viewform?usp=sf_link

More mini lessons info: https://docs.google.com/document/d/1CKbUfa9vxtryRCSSpsWCCe-

hVAJHYQVTJ_CQatBT01s/edit?usp=sharing

Example project:
https://drive.google.com/file/d/1KH2ez722ISksIOZCulSjLsZd2bOBs1nO/view?usp=sharing

Hamilton Southeastern Schools
Best Practices for Teaching and Learning

HOW

Student-Centered Approaches

Differentiation
Authenticity
Relevancy and Rigor
Student Voice

WHAT

Content and Curriculum

Standards-Based Instruction
Inquiry-Driven Study
Formative Assessment
Student Choice

REFLECTION

REFLECTION

REFLECTION

HSE²¹

REFLECTION

CULTURE

Fundamental Classroom Conditions

Global Perspective
Accessibility and Equity
Collaboration
Intellectual Risk-Taking

WHY

Transfer of Learning

Cross-Curricular Connections
Real-World Experiences
Applied Knowledge
Creativity and Production