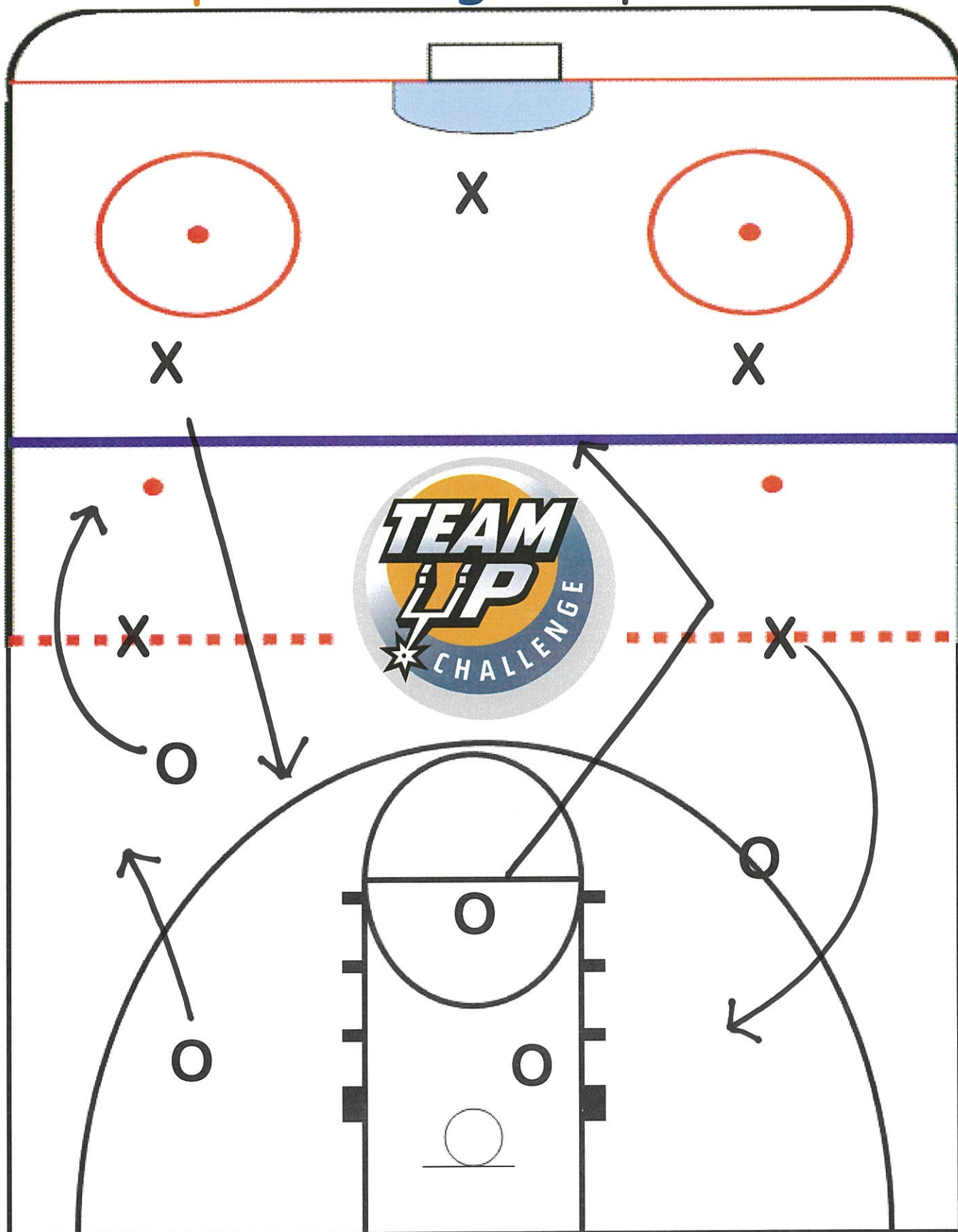


Team Up Challenge Captain's Guide



to **Awesome Applications**

Hello! Nice to meet you.

We are excited to share information about service learning and provide fun worksheets for your students through the “[Awesome Ideas Playbook](#).” These two packets will help you come up with a project for the Team Up Challenge.



What is the **Team Up Challenge**?

The Team Up Challenge is a service learning program that allows students to connect what they are learning in the classroom to the real world, bringing education alive in powerful ways. It's for students K-12 in public, private and charter schools in 24 districts. (Check out the district list on our website, TeamUpChallenge.com, to find out if your district is included.)

Twenty teams receive \$2,500 to get started on their projects, and the fun doesn't stop there. We send players from all our franchises – Spurs (NBA), Rampage (AHL) and Silver Stars (WNBA) – to help your students with their projects. You'll also get free tickets, prize packs and volunteer help from our front office.

At the end of the school year we name five champions, and those **five teams receive \$20,000 each** for their work improving our community. You can look at the Highlight Reel on TeamUpChallenge.com to see some examples of past projects.

So, let's get started! In your packet we'll take you through the stages of service learning so you're prepared to guide your students through the planning and preparation process.

Service + Learning

Then, we talk about curricular connections. It's easy to learn, and it's easy to serve. But to really be a part of service-learning, **we've got to combine the two**. So we give you some examples of how to draw that curriculum into the picture. You can go wild with the blank curriculum web we provide!



Be sure and download the “[Awesome Ideas Playbook for Students](#)” so that your students can join in on the Team Up Challenge fun. The Team Up Challenge is all about student voice and choice, so we want to be sure they are prepared to help you with the application. We've got one for elementary students and one for secondary students.

Good luck. We can't wait to see what you guys come up with! If you have any questions, feel free to email teamup@attcenter.com.



Service + Learning = Service Learning

Service:

Service means contributing to or helping to benefit others and the common good.

Learning:

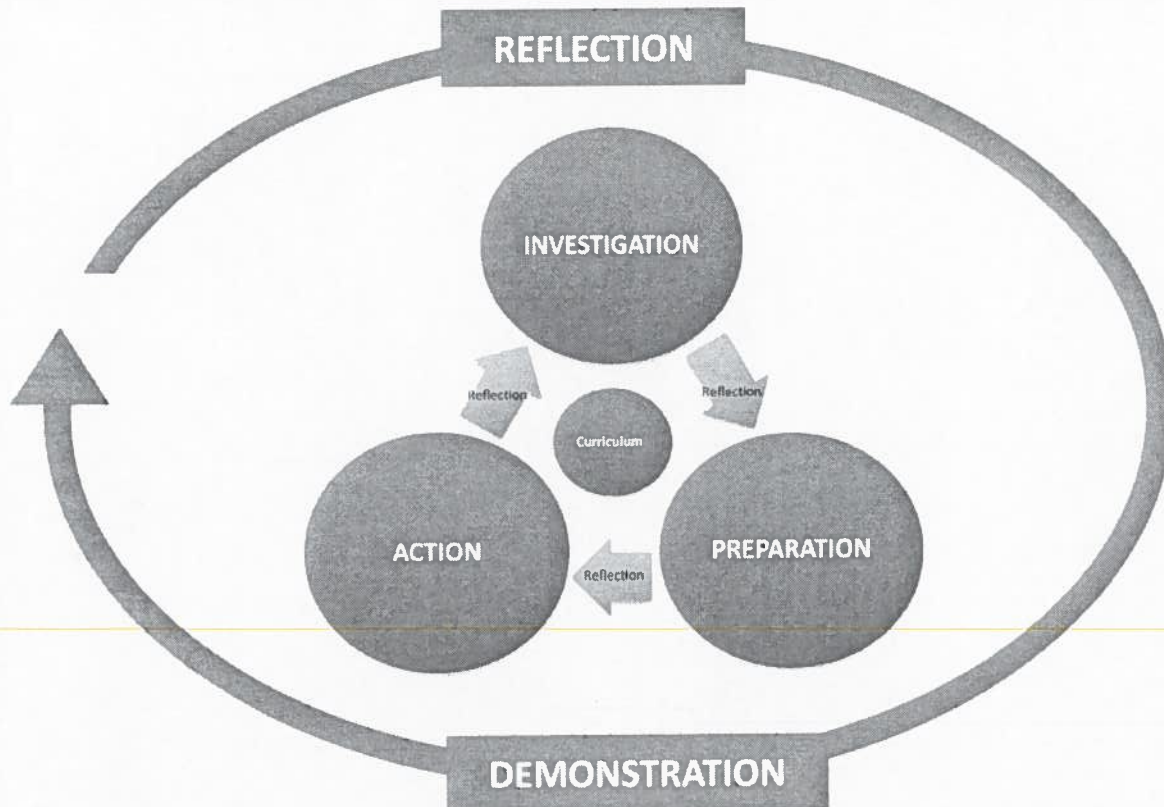
Learning means gaining understanding of a subject or skill through study, instruction, or experience.

Service Learning:

The ideas of service and learning combine to create service learning. **Investigation, preparation and planning, action, reflection, and demonstration** are the five stages of service learning. By understanding how each stage works, you can be more effective in making plans to help in your community.

The Five Stages of Service Learning: A Dynamic Process

Cathryn Berger Kaye, M.A.



Cathryn Berger Kaye, M.A. © 2011
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In this design, service learning is seen as an engaging dynamic, building on the core curriculum.

Investigation: Includes both the *inventory* of student interest, skills and talents, and the *social analysis* of the issue being addressed. This analysis requires gathering information about the identified need through action research that includes use of varied approaches: media, interviews of experts, survey of varied populations, and direct observation/personal experiences.

Preparation: Includes the *continued acquisition of knowledge* that addresses any resultant questions from investigation, identification of groups already working towards solutions, *organization of a plan* with clarification of roles, responsibilities and timelines, and ongoing development of any *skills* needed to successfully carry the plan to fruition.

Action: Includes the implementation of the plan that usually looks like *direct service, indirect service, advocacy, or research*.

Reflection: In this presentation, reflection is seen as the *connector between each stage* of service and as a *summative (overarching) intention* addressing any essential question or inquiry that is a driving force of the total experience. Reflection always includes cognitive and affective aspects, informs how the process develops, and employs varied multiple intelligences.

Demonstration: As seen in this visual, student demonstration *captures or contains the totality of the experience*. From the initial conception, the student documents all parts of the process so there is a complete and comprehensive ability to tell the story of what took place in each stage and include key informative reflection. Students draw upon their skills and talents in the manner of demonstration however integration of technology should be expected and included.



The Five Stages of Service Learning

Inventory and Investigation

Using interviewing and other means of social analysis, students:

- catalog the interests, skills, and talents of their peers and partners.
- identify a need.
- analyze the underlying problem.
- establish a baseline of the need.
- begin to accumulate partners.

Preparation and Planning

With guidance from their teacher, students:

- draw upon previously acquired skills and knowledge.
- acquire new information through varied, engaging means and methods.
- collaborate with community partners.
- develop a plan that encourages responsibility.
- recognize the integration of service and learning.
- become ready to provide meaningful service.
- articulate roles and responsibilities of all involved.
- define realistic parameters for implementation.

Action

Through direct service, indirect service, research, advocacy, or a combination of these approaches, students take action that:

- has value, purpose, and meaning.
- uses previously learned and newly acquired academic skills and knowledge.
- offers unique learning experiences.
- has real consequences.
- offers a safe environment to learn, to make mistakes, and to succeed.

Reflection

During systematic reflection, the teacher or students guide the process using various modalities, such as role play, discussion, and journal writing. Participating students:

- describe what happened.
- examine the difference made.
- discuss thoughts and feelings.
- place experience in a larger context.
- consider project improvements.
- generate ideas.
- identify questions.
- encourage comments from partners and recipients.
- receive feedback.

Demonstration

Students showcase what and how they have learned, along with demonstrating skills, insights, and outcomes of service provided to an outside group. Students may:

- report to peers, faculty, parents, and/or community members.
- write articles or letters to local newspapers regarding issues of public concern.
- create a publication or Web site that helps others learn from students' experiences.
- make presentations and performances.
- create displays of public art with murals or photography.



Planning for Service Learning

Grade level(s): _____

Essential Purpose or Question:

Content—Learning About:

Service Need:

Service Idea:
Investigation of the Need:
Preparation and Planning:
Action:
Reflection Methods:
Demonstration to Others:

Youth Voice and Choice:

Curricular Connections:

English/Language Arts:

Social Studies/History:

Mathematics:

Science:

Languages:

Art and Music:

Technology:

Other:

Skills Being Developed:

Books and Other Media Used:

Community Partners:



Establishing Curricular Connections: Points of Entry

1. Identify an existing program or activity to transform into authentic service learning.
 - Select an activity or project already existing on campus.
 - Examine it for cross-curricular learning opportunities that meet or enhance academic standards.
 - Exchange resources and ideas with teachers, students, and community partners.

Example: Canned Food Drive

Before students brought in cans of food, classroom activities included studying nutrition, visiting the receiving agency to identify needed foods, and reading related literature. Students led peer discussions on social issues, replacing misconceptions with an understanding of hunger in their community. Graphs showing the food collected along with student-authored articles about the impact and continued need of this service were printed in school and community newspapers.

Bookshelf suggestions: *The Can-Do Thanksgiving*, *Soul Moon Soup*, and *Homeless Teens*

2. Begin with standard curriculum, content, and skills, and find an age-appropriate extension into service that meets a community need verified by the students.
 - Identify the specific content and skill areas to be addressed.
 - Select an area of emphasis that supports or adds to classroom learning and addresses learning objectives or state standards.
 - Guide students as they investigate the related community need and create a plan for applying classroom content that improves a situation or benefits others.
 - Look for additional learning opportunities as the plan is transformed into action.

Example: Learning History through Discussion with Elder Partners

To be better informed about current events and to improve listening and communication skills, students met weekly with elders at a senior center. Shared experiences included studying news events, learning about aging, interviewing, collaborating on oral histories and photo essays, displaying results in the school and public library, and building a Web page to reach a broader audience.

Bookshelf suggestions: *Stranger in the Mirror*, *Growing Older*, and *We Were There, Too! Young People in U.S. History*

3. From a theme or unit of study, identify content and skill connections.
 - Begin with a broad theme or topic, often with obvious service implications.
 - Identify specific standards-based content and skill areas to be developed.
 - Select a service application verified by students as an authentic need, including a baseline of the situation so they can monitor progress.



Across the Curriculum

English/Language Arts	Social Studies/History	Languages
Theater, Music, & Visual Arts	A large, light-gray shaded rectangular box in the center of the page, connected to the surrounding subject boxes by thin black lines.	Math
Physical Education		Computer



Community Contact Information

Name of agency: _____

Key individual: _____

Address: _____

Phone: _____ Fax: _____ Email: _____

Location (note proximity to school):

Service needs (note ongoing versus short-term):

Learning opportunities:

Date contact made: _____

Contact made by: _____

Follow-up information (record all calls, visits, etc.; continue on back or new sheet as necessary):