



6 January 2017

Continuity Book

Winters Mill

High School JROTC

Toys for Tots

Service Learning Project Plan

2016

Project Leader: 1LT Gage Franklin
Team Leader: SGT William Cory
Team leader: SGT Justin Proctor
Team Leader: SGT Brad Cole



Service Learning Project Fall 2016

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4-Aug-16

TAB 1

**Toys for Tots Plan (S.M.A.R.T GOALS)
Service Learning Project**

Specific	Goal. Deliver, through a new toy at Christmas, a message of hope to less fortunate youngsters through volunteering, planning, and participating in the Winters Mill high school Dec, 2016, Toys For Tots program.			
Measurable	Cadets orally communicate these 20 briefing slides Principal King:			
	Phase 1 (Slides 1-6) Planning and Preparation 6 Points	Phase 2 (Slides 7-11) Implementation 5 Points	Phase 3 (Slides 12-15) Reflection and Integration 4 Points	Phase 4 (Slides 16-20) Presentation and Delivery 5 Points
	1. Cadets describe how project benefits the community	7. Cadets explain the four-phase critical thinking learning process necessary to conduct experience	12. Cadets provide clear evidence of participation in structured reflection activities about the service learning experience	16. Team members introduce self; and explain their role in the project
	2. Cadets describe how project enhances learning	8. Cadets explain project plan evidence that defines the goals of the project	13. Cadets summarize the impact that the experience had on the team and individual members	17. Cadets use appropriate visual and audio aids
	3. Cadets describe how project relates to JROTC	9. Cadets explain project plan defines how the JROTC curriculum competencies/ outcomes are addressed by the project	14. Cadets present the results of the project, what was learned, and how the experience has fostered change	18. Cadets establish consistent eye contact and appropriate gestures throughout the presentation
	4. Cadets identify one or more JROTC lesson competencies met by project	10. Cadets describe who, what, when, where, why, and how of project in project	15. Cadets present new ideas for service learning projects based on current experience	19. Cadets' speaking is clearly and concisely articulated throughout the message; avoid the use of slang or "fillers"
	5. Cadets explain role of teamwork in accomplishing the project	11. Cadets describe a team and individual reflection about the project		20. Cadets respond appropriately to verbal and nonverbal feedback; and were knowledgeable about their portion of presentation
	6. Cadets recommend ways that the project could be modified to ensure that it meets established guidelines for JROTC service learning projects			
Achievable	Cadet Training Outcomes. Cadet training outcomes assure appropriate knowledge, skills and ability to achieve the goal IAW JROTC Service Learn Lessons by the following dates: <ul style="list-style-type: none"> • On 26 Sep, complete training: Orientation to Service Learning (U3C8L1), (U3C8L2), and (U3C8L3) • 31 Oct 16, achieve WMHS's October collection and distribution objective. • 31 Nov 16, achieve WMHS's November collection and distribution objective. • 15 Dec 16, achieve WMHS's December collection and distribution objective 			
Results	Training Measureable Goals. There is one collective training measurable outcomes <ul style="list-style-type: none"> • By 15 Dec, Cadets brief the WMHS Principal 			
Time-bound	Project Timeframe. <ul style="list-style-type: none"> • Toys For Tots project completion is 20 Dec 2016. 			

¹See attached Project Plan template²See attached Team Reflection template³See attached Individual Reflection template⁴See attached Presentation Rubric

4-Aug-16

TAB 2

Toys for Tots Service Learning Project Learning Log/ Recorder Notes

Weekly learning/training activity	Who's involved?	Date and time	Notes ¹ Service Learning Project Schedule
	See attached attendance log	9/29 20 min.	<ul style="list-style-type: none"> • Box locations • Ms. Lucy
		10/5 20 min.	<ul style="list-style-type: none"> • JROTC room, cafeteria, main office, American legion, VFW • Cadet Coale will write up announcements • Incentive choice of PT, extra credit, uniform wear • Class wars/ reward/ food, king cash, chick-fit-a • Goal of 50 toys for class 100 for school
		10/20 20 min.	<ul style="list-style-type: none"> • Make posters for cafeteria/ lunch announcements • Afternoon announcements • 3 Toys- no ACU, 6 Toys- No ASU • Wednesday advisory lesson • Twitter • Football game announcement • 5 paragraph OP order, situation, mission, execution, service, ad support, command and control
		10/27 20 min.	<ul style="list-style-type: none"> • Always report to Franklin when brining in toys
		11/3 20 min.	<ul style="list-style-type: none"> • Mckelly place box at boys and girls club • Everybody needs 2 by 14 Dec • Pizza party when reach 50 toys
		11/10 20 min.	<ul style="list-style-type: none"> • Met goal of 50 toys • Whitney check legion toys • Pizza party when reach 50 toys
		11/17 20 min.	<ul style="list-style-type: none"> • All the Megabytes are with Franklin and we will need to set up a continuity book. • Create a share drive or one drive or google drive to keep all of the info accessible to every team member to edit. • We as a group need to work together and crosswalk with each other as well as crosswalk with the book and its lessons • We need to create a 30 minute brief for Army • We need to create after action report
		12/15 20 min.	<ul style="list-style-type: none"> • 282 toys delivered to drop off location • Take down posters • Updates • Presentation- Cory, Proctor, Breanna – 2 weeks after Christmas
		1/3 20 min.	<ul style="list-style-type: none"> • Practicing presentation • Ideas for other service learning • Hand out paper work to principle • Hand out organized responses

Toys for Tots Service Learning Project Learning Log/ Recorder Notes

Weekly learning/training activity	Who's involved?	Date and time	Notes ¹ Service Learning Project Schedule
	See attached attendance log	9/29 20 min.	<ul style="list-style-type: none"> • Box locations • Ms. Lucy
		10/5 20 min.	<ul style="list-style-type: none"> • JROTC room, cafeteria, main office, American legion, VFW • Cadet Coale will write up announcements • Incentive choice of PT, extra credit, uniform wear • Class wars/ reward/ food, king cash, chick-fil-a • Goal of 50 toys for class 100 for school
		10/20 20 min.	<ul style="list-style-type: none"> • Make posters for cafeteria/ lunch announcements • Afternoon announcements • 3 Toys- no ACU, 6 Toys- No ASU • Wednesday advisory lesson • Twitter • Football game announcement • 5 paragraph OP order, situation, mission, execution, service, ad support, command and control
		10/27 20 min.	<ul style="list-style-type: none"> • Always report to Franklin when brining in toys
		11/3 20 min.	<ul style="list-style-type: none"> • Mckelly place box at boys and girls club • Everybody needs 2 by 14 Dec • Pizza party when reach 50 toys
		11/10 20 min.	<ul style="list-style-type: none"> • Met goal of 50 toys • Whitney check legion toys • Pizza party when reach 50 toys
		11/17 20 min.	<ul style="list-style-type: none"> • All the Megabytes are with Franklin and we will need to set up a continuity book. • Create a share drive or one drive or google drive to keep all of the info accessible to every team member to edit. • We as a group need to work together and crosswalk with each other as well as crosswalk with the book and its lessons • We need to create a 30 minute brief for Army • We need to create after action report
		12/15 20 min.	<ul style="list-style-type: none"> • 282 toys delivered to drop off location • Take down posters • Updates • Presentation- Cory, Proctor, ^{Whitney} Breanna – 2 weeks after Christmas

11/3/17

- food drive
- cloths drive (Gloves, scarves, Boots)
- give pre-organized responses

Toy's for Tots Service Learning Project Learning Log/ Recorder Notes

Weekly learning/training activity	Who's involved?	Date and time	Notes ¹ Service Learning Project Schedule
Toys for tots service learning activity	See attached attendance log	9-29 20 mins.	<ul style="list-style-type: none"> • Box locations • Ms. Luey
		10-5 20 mins.	<ul style="list-style-type: none"> • JROTC room, cafeteria, main office, American legion, vfw • Cadet Coale will write up announcements • Incentive- choice of pt, extra credit, uniform wear • Class warz- reward- food, king kash, chick-fil-a • Goal of 50 toys
		10-20 20 mins.	<ul style="list-style-type: none"> • Make posters for cafeteria/ lunch announcements • Afternoon announcements • 3 toys- no acu 6 toys- no asu • Wednesday advisory lesson • Twitter • Football game announcement • 5 paragraph op order, situation, mission, execution, service and support, command and control
		10-27 20 mins.	<ul style="list-style-type: none"> • Always report to franklin when bringing in toys
		11-3 20 mins.	<ul style="list-style-type: none"> • Mckelly at b+g club • Everybody needs 2 by 14 Dec. • Pizza party when reach 50 toys
		11-10 20 mins.	<ul style="list-style-type: none"> • Met goal of 50 toys • Whitney check legion toys • Slides, plan, and schedule are finished

11-17
15 mins.

- all the megabytes are with gage and we will need to set up a continuity book
- Create a share drive or one drive or google drive to keep all info accessible to every team member to edit.
- We as a group need to work together and crosswalk with each other as well as crosswalk with the book and its lessons
- we need to create a 30 minute brief for Army
- we need to create...

4-Aug-16

TAB 3

¹Service Learning Project Plan

Date 11/21/16

Project Title: Toys for Tots

Project Team Members: Gage Franklin, William Cory, Justin Proctor

Project Requirement:	Notes
1. Project Description: Toys for Tots	
2. Project Goals: What do you hope to accomplish? Toys for Tots , develop teamwork within battalion, Meet JROTC guidelines	See Project SMART Goals provided by instructor
3. Service Goals: How will this project benefit the community? Provide toys for underprivileged children	
4. Learning Goals/ curriculum competencies/ outcomes/ addresses by the project: a. How will this project enhance your learning, both academically and personally? <ul style="list-style-type: none"> • Attempt service learning goal in school and personally feel better for helping others • Covers competencies such as identify the components of service learning, prepare for a service learning project, evaluate the effectiveness of a service learning project. • Enhances leadership Skills, teamwork skills, and Core abilities • Outline a personal plan to build strong relationships with team members (U2C6L1) • Assess personal leadership style (U2C6L2) • Assess personal management skills (U2C6L3) • Adapt communication to give direction and provide feedback to others (U2C6L4) • Employ motivation strategies that inspire others to achieve goals (U2C6L5) b. Which JROTC program Core Abilities outcomes does this project address? <ul style="list-style-type: none"> • Do your share as a good citizen in your school, community, country, and the world • Leadership, responsibility, Service learning 	
5. Teamwork: How will you use Teamwork to accomplish your project goals? <ul style="list-style-type: none"> • Work together in a team and school to accomplish goals and needs a. How will you establish an effective project team? (i.e. select team members provide team building opportunities, use Winning Colors, etc.) <ul style="list-style-type: none"> • Col. Choose them with similar qualities b. How will you facilitate team communication, cooperation, conflict resolution, and decision-making? (i.e. use "You the People" group processes) <ul style="list-style-type: none"> • Weekly meetings, leadership, rank, position, involvement c. How will you evaluate your team's effectiveness? (i.e. "You the People" group evaluation) <ul style="list-style-type: none"> • If goals are met, how much time is spent on each task and number of toys raised • Complete team reflection form 	1. Battalion SMART Goals 2. Individual SMART Goals 3. Service Learning Team Reflection Form 4. Service Learning Individual Reflection Form
6. Self-Assessment: How will you accomplish self-assessment? <ul style="list-style-type: none"> • Setting goals raise more than 100 toys for school 	
7. Reflection: How will you accomplish ongoing reflection on your learning and experiences? <ul style="list-style-type: none"> • Results, AAR (after action report) and team and individual reflection. 	
8. Training and Orientation: What kinds of training and orientation will you need to prepare for the project? <ul style="list-style-type: none"> • Speaking to representatives or others involved, orient yourself with the service goals, those you will be helping and other organizations or people that you will need to contact, 	

1 Service Learning Project Plan Template

Date _____

Project Title: _____

Project Team Members: _____

Project Requirement:	Notes
1. Project Description:	See Project SMART Goals provided by instructor 1. Battalion SMART Goals 2. Individual SMART Goals 3. Service Learning Team Reflection Form 4. Service Learning Individual Reflection Form
2. Project Goals: What do you hope to accomplish?	
3. Service Goals: How will this project benefit the community?	
4. Learning Goals:	
a. How will this project enhance your learning, both academically and personally?	
b. Which JROTC program Core Abilities outcomes does this project address?	
5. Teamwork: How will you use Teamwork to accomplish your project goals?	
a. How will you establish an effective project team? (i.e. select team members, provide team building opportunities, use Winning Colors, etc.) b. How will you facilitate team communication, cooperation, conflict resolution, and decision-making? (i.e. use "You the People" group processes) c. How will you evaluate your team's effectiveness? (i.e. "You the People" group evaluation)	
6. Self-Assessment: How will you accomplish self-assessment?	
7. Reflection: How will you accomplish ongoing reflection on your learning and experiences?	
8. Training and Orientation: What kinds of training and orientation will you need to prepare for the project?	

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TAB 4

¹Service Learning Project Schedule

Activity	Who's involved?	Date and time:	Date Completed	Notes
1. Project Set Up: <ul style="list-style-type: none"> ● Contact community organization or agency ● Assemble supplies/equipment ● Gain permissions if required ● Other? 	Proctor, Whitney, Cory, JROTC program	10/8	10/8	Pick up boxes from location Place boxes at various locations Hang posters
2. Project Team Orientation:	Proctor, Cory	10/6	10/6	Plan what is going to the plan
3. Project Team Training: <ul style="list-style-type: none"> ● Service-related training ● Teambuilding activities ● 	Proctor, Cory, JROTC program	10/8	10/14	Coordinate with team to plan what is going to happen
4. Cadet Self-Assessment: (Success Profiler Skills Map)		10/8	10/8	Shows what success we have
5. Service Learning Project Activities: (Ensure that scheduled time meets JROTC project requirements)	Cory, Proctor, JROTC program	10/8	12/14	Helped us keep our dates straight and meeting times in tact
6. Learning Log Entries: (schedule frequency of entries depending on how project activities are scheduled)	Cory	10/6	12/15	Kept and took notes of topics discussed at meetings and recorded how much time each meeting took
7. Project Wrap Up: (correspondence with community organization/agency, return supplies and equipment, etc.)	Cory, Proctor, Patterson, Lessner, Arndt	12/13	12/14	Help count and load toys to be taken to drop off location, unloaded toys at site of location and stored into a storage locker
8. Project Documentation: <ul style="list-style-type: none"> ● Project Report ● Project Final Reflection ● Project Presentation/Briefing ● Self-assessment ● Team Evaluation ● Other 	Cory, Proctor, JROTC program	10/6	12/15	Finishing briefing slides, AAR (after action report), practicing briefing, coordinating briefing

¹Service Learning Project Schedule

Activity	Who's involved?	Date and time:	Date Completed	Notes
1. Project Set Up: <ul style="list-style-type: none"> ● Contact community organization or agency ● Assemble supplies/equipment ● Gain permissions if required ● Other? 	Proctor, Cory, JROTC Program	10/8	10/8	
2. Project Team Orientation:	Proctor, Cory	10/6	10/6	
3. Project Team Training: <ul style="list-style-type: none"> ● Service-related training ● Teambuilding activities ● 	Proctor, Cory JROTC Program	10/8	12/14	
4. Cadet Self-Assessment: (Success Profiler Skills Map)		10/8	10/8	
5. Service Learning Project Activities: (Ensure that scheduled time meets JROTC project requirements)	Cory, Proctor, JROTC Program	10/8	12/14	
6. Learning Log Entries: (schedule frequency of entries depending on how project activities are scheduled)	Cory, Proctor, JROTC Program	10/6	11/10	
7. Project Wrap Up: (correspondence with community organization/agency, return supplies and equipment, etc.)	Cory, Proctor, JROTC Program	12/13	12/14	
8. Project Documentation: <ul style="list-style-type: none"> ● Project Report ● Project Final Reflection ● Project Presentation/Briefing ● Self-assessment ● Team Evaluation ● Other 	Cory, Proctor, JROTC Program	10/6	12/15	

¹Service Learning Project Schedule

Activity	Who's Involved?	Date and time:	Date Completed	Notes
1. Project Set Up: <ul style="list-style-type: none"> ● Contact community organization or agency ● Assemble supplies/equipment ● Gain permissions if required ● Other? 				
2. Project Team Orientation:				
3. Project Team Training: <ul style="list-style-type: none"> ● Service-related training ● Teambuilding activities ● 				
4. Cadet Self-Assessment: (Success Profiler Skills Map)				
5. Service Learning Project Activities: (Ensure that scheduled time meets JROTC project requirements)				
6. Learning Log Entries: (schedule frequency of entries depending on how project activities are scheduled)				
7. Project Wrap Up: (correspondence with community organization/agency, return supplies and equipment, etc.)				
8. Project Documentation: <ul style="list-style-type: none"> ● Project Report ● Project Final Reflection ● Project Presentation/Briefing ● Self-assessment ● Team Evaluation ● Other 				

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TAB 5

²**TEAM**
Service Learning Reflection Plan

Name of Sponsoring Organization/Class. Winters Mill High School JROTC Department

Phone. 410-386-1500

Team Leader: Staff First Lieutenant LName Franklin, FName Gage, MI K

Team Member: Sargent LName Cory, FName William, MI A

Team Member: Sargent LName Proctor, FName Justin, MI L

Reflection to be led and completed by team leader: (Write a description of your service-learning activity).

Explain what need led you to select this project?	<ul style="list-style-type: none"> • Wanted to better ourselves and our community • Leadership Role • Help underprivileged children In community
Explain what type of research did you conduct to support this project?	<ul style="list-style-type: none"> • Toys for tots website • Young Marines • Pick up and drop off locations
Explain what impact do you think this project had on the community?	<ul style="list-style-type: none"> • Provide the community with over 250 toys for Christmas • Help families with not enough resources to purchase toys • Showed community we can help in such projects
Explain what would you do next time to make this project better?	<ul style="list-style-type: none"> • Earlier preparation • More motivation • Set higher goals
Explain what leadership principles did you have to use to successfully complete this project?	<ul style="list-style-type: none"> • Insight and preparation • Set an example • Be Technically Proficient • Keep Your Followers Informed • Ensure Each Task is Understood, Supervised and Accomplished • Employ Your Team In Accordance With Its Capabilities
Explain what could you do to involve more Cadets in your project?	<ul style="list-style-type: none"> • Advertise more • More motivation • Cooperation • Evolve them with certain tasks
Where there any unexpected obstacles that you encountered during your project? o How did you handle them?	<ul style="list-style-type: none"> • No
Which phase of the project did you consider to be the most critical? o Why?	<ul style="list-style-type: none"> • Inquire because without the plan we wouldn't be able to carry out with the success we had

Team Number Hours 10

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TAB 6

³**INDIVIDUAL**
Service Learning Reflection Plan

Name of Sponsoring Organization/Class. Winters Mill High School History Department

Phone. 410-386-1500

Instructor, Colonel Ray Naworol

Student

L Name Franklin, F Name Gage, MI K

Reflection to be completed by each student: (Write a description of your service-learning activity).

<p>Tell why you chose to do the Toys for Tots project.</p>	<ul style="list-style-type: none"> • Help less fortunate children experience the joy of Christmas • Do my share as a good citizen in a school and community supported activity • Build soft skills: conscientiousness, teamwork, and punctuality • Build Capacity for lifelong learning • Apply critical thinking skills
<p>What community need were you attempting to meet?</p>	<ul style="list-style-type: none"> • To unite all members of our school community in a common cause for three months during the annual toy collection and distribution campaign • To contribute to bettering the Westminster during Christmastime • To promote winters mill high school and JROTC program
<p>What were your responsibilities?</p>	<ul style="list-style-type: none"> • Planned, trained, and executed responsibilities for the event • Visited Toys for Tots drop box location • Brief class meetings
<p>What did you actually do?</p>	<ul style="list-style-type: none"> • Sent a school wide notification on Toys for tots • Made a PowerPoint for the school • PowerPoint for Principle
<p>How did you actions benefit the community?</p>	<ul style="list-style-type: none"> • Did my share as a good citizen for this school and community activity • Demonstrated good character • Represented myself, Winters mill high school, and the JROTC program
<p>Would you select this project again? Explain why or why not?</p>	<p>Circle Yes or No</p> <p>If yes, suggested reasons:</p> <ul style="list-style-type: none"> • Reinforces curriculum content and standards for academic hard skills, such as critical thinking and life-long learning core abilities • Supports curriculum content and standards for character soft skills, such as good citizenship, respect for self and others, team work and interpersonal communication life skills • Develops a range of broadly useful oral communication and interpersonal skills • Reinforces the importance of planning, organizing, training, teamwork and S.M.A.R.T Goals

Individual Number Hours _____

**Toys for Tots Service Learning Project
Presentation Slides Rubric**

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TAB 7



Service-Learning Reflection Form

Note: Students, parents, and individuals/organizations who accept student service volunteers should note Guideline #1 (found on the reverse side) PRIOR to service activity.

Time Record To be completed by adult site supervisor Dates of service: _____ _____ to _____ HOURS EARNED: _____ Signature of Adult Project Supervisor _____ _____ Contact Phone Number _____

PLEASE PRINT OR TYPE

NAME OF SPONSORING ORGANIZATION/CLASS _____
 PHONE _____ GRADE _____
 ADVISOR _____

STUDENT NAME _____
 Last First MI ACTIVITY

Reflection to be completed by student: (If you need additional space please attach a separate sheet) Now that you have completed your service-learning project you are ready to write a description of your activity.

- Tell why you chose to do this project. What community need were you attempting to meet?

- What were your responsibilities and what did you actually do?

- How did your actions benefit the community?

- Would you select this project again? Why or why not?

Signatures: Student _____ DATE _____
 Parent _____ DATE _____

This completed form must be returned to the school Service-learning Coordinator within one year from the time the service is complete. Exceptions may be considered for approval by contacting Joe Carr, Coordinator of Curriculum and Instructional Resources - Secondary Social Studies at 410-751-3096. Service-Learning activities will be approved by the school Principal or Student Service Coordinator. Students shall: not be paid for their service; not earn hours for service to a for-profit business; not earn hours for service in preparation for or during religious services or religious education; not earn hours for assisting family members with tasks such as cutting the lawn or babysitting; not be excused from school to earn service-learning hours. Please check with the school Service-Learning Coordinator if you need clarification.

Approval Date: _____ Coordinator Initials: _____ Hours Approved: _____

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TAB 8

Appendix B-2. Service Learning Project Presentation

The JROTC AdvancED Standards for Accreditation notes in Standard 3: Teaching and Assessing for Learning that *the institution's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning*. Further explanation in Indicator 3.3 says, *teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations*. A key evidence for this accreditation standard is Service Learning.

A lesson required at every LET level is Service Learning (U3C8L1-3). JROTC programs, and often many high schools, suggest that students volunteer a specific number of hours to community service, with the outcome of serving others as citizens in their own community. Service Learning is a little different. JROTC requires that 'service' within the community be taken up a step by requiring all Cadets to participate in a Service Learning Project.

Service learning brings academics to life and is driven by student involvement. Together Cadets should identify essential needs in your school or community and then decide on their own projects. In addition, they should plan and carry out their own projects and take responsibility for their own learning. Reflecting on the experience will reveal the importance of service work and the impact it is making on others, including each Cadet.

Directions: There are three distinct Service Learning lessons in the JROTC curriculum. Each focuses on a different aspect of service learning – planning and preparation, implementation, and evaluation. The checklist/rubric below divides the criteria you will be evaluating into three parts. A minimum of three Cadets will brief the presentation. These Cadets will not be from the battalion staff, but should represent their role in service learning as a LET 1, 2, 3, or 4 Cadet.

When a Cadet unit or LET class presents a Service Learning Brief, it becomes evident that curriculum is being taught and integrated into their project. For this presentation, the Cadet team members (LET 1, 2, 3 or 4) will explain their service learning goal, planning strategies, preparation, and implementation of the project. As well, they will discuss the overall success of the project and provide team/personal reflection on service learning. Presentation should not exceed 30 minutes.

Checklist B: Service Learning Project Presentation Checklist uses the same criteria provided in the rubric below. Cadets should be provided this document to prepare their presentations.

Use the rubric below to evaluate the content of the Cadets' presentation. Notes you take during this presentation will help inform the JPA Report that you will complete and discuss with your instructors.

Service Learning Project Presentation Rubric

Determine whether the Service Learning criteria addressed are *proficient*, *emerging*, or *unsatisfactory* as each of the three sections of the brief are presented. There are 20 points possible for this presentation. Some criteria address Cadet presentation and delivery. Use the guiding questions to assist you in a post-briefing interview with Cadets. Encourage Cadets by providing feedback on their presentation style and delivery. Discuss the overall evaluation score of the presentation with the instructors and suggest areas Cadets can improve.

Proficient: 1 point

Emerging: .50 point

Unsatisfactory: 0 points

Serving Learning Planning and Preparation		
Proficient – 1 point	Emerging - .50 point	Unsatisfactory – 0 points
Presentation clearly describes how the project benefits the community	Presentation attempts to describe how the project benefits the community	Presentation does not describe how the project benefits the community
Presentation clearly describes how the project enhances learning	Presentation attempts to describe how the project enhances learning	Presentation does not describe how the project enhances learning
Presentation clearly describes how the project relates to the JROTC program curriculum	Presentation attempts to describe how the project relates to the JROTC program curriculum	Presentation does not describe how the project relates to the JROTC program curriculum
Presentation identifies one or more JROTC lesson competencies addressed by the service learning project	Presentation identifies one JROTC lesson competency addressed by the service learning project	Presentation does not identify JROTC lesson competencies addressed by the service learning project
Presentation clearly explains the role of teamwork in accomplishing the project	Presentation explains the role of teamwork in accomplishing the project	Presentation does not describe the role of teamwork in accomplishing the project
Presentation suggests ways that the project could be modified to ensure that it meets established guidelines for JROTC service learning projects	Presentation recognizes improvement areas, but does not suggest possible modifications for future project	Presentation does not suggest ways that the project could be modified to ensure that it meets established guidelines for JROTC service learning projects
Section Notes:		

Table B-3. Service Learning Rubric

Service Learning Implementation		
Proficient – 1 point	Emerging - .50 point	Unsatisfactory – 0 points
Presentation includes process necessary to conduct experience	Presentation attempts to identify process necessary to conduct experience	Presentation does not include process necessary to conduct experience
Presentation includes evidence of a project plan that defines the goals of the project	Presentation attempts to include evidence of a project plan that defines the goals of the project	Presentation includes evidence of a project plan that defines the goals of the project
Project Plan refers to JROTC curriculum competencies/outcomes addressed by the project	Project Plan attempts to refer to JROTC curriculum competencies/outcomes addressed by the project	Project Plan does not refer to JROTC curriculum competencies/outcomes addressed by the project
Project Plan clearly provides who, what, when, where, why, and how of the project	Project Plan provides some, but not all who, what, when, where, why, and how of the project	Project Plan does not provide who, what, when, where, why, and how of the project
Presentation includes a team and individual reflection about the project implementation	Presentation includes a team or individual reflection about the project implementation	Presentation does not include any reflection about the project implementation
Section Notes:		

Table B-3. Service Learning Rubric, Cont'd.

Service Learning Reflection and Integration		
Proficient – 1 point	Emerging - .50 point	Unsatisfactory – 0 points
Cadets provide clear evidence of participation in structured reflection activities about the service learning experience	Cadets discuss, but do not provide evidence of participation in structured reflection activities about the service learning experience	Cadets do not discuss or provide evidence of participation in structured reflection activities about the service learning experience
Cadets clearly summarize the impact that the experience had on the team and individual members	Cadets attempt to summarize the impact that the experience had on the team and individual members	Cadets do not summarize the impact that the experience had on the team and individual members
Cadets report or present on the results of the project, what was learned, and how the experiences has fostered change	Cadets report or present on the results of the project, but do not address what was learned, and how the experiences has fostered change	Cadets do not report or present on the results of the project, what was learned, and how the experiences has fostered change
Cadets report or present new ideas for service learning projects based on current experience	Cadets discuss ideas for service learning projects, but do not report or present on any new ideas based on current experience	Cadets do not report or present new ideas for service learning projects based on current experience
Section Notes:		

Table B-3. Service Learning Rubric, Cont'd.

Service Learning Presentation and Delivery		
Proficient – 1 point	Emerging – .50 point	Unsatisfactory – 0 points
Cadets introduced self; explained role in project	Cadets introduced self; did not explain role in project	Cadets did not introduce self; did not explain role in project
Cadets included appropriate visual and audio aids	Cadets included some appropriate visual and audio aids	Cadets did not include appropriate visual or audio aids
Cadets established consistent eye contact and appropriate gestures throughout the presentation	Cadets established some eye contact and limited appropriate gestures throughout the presentation	Cadets did not use eye contact or appropriate gestures throughout the presentation
Cadets' speaking was clearly and concisely articulated throughout the message; avoided the use of slang or "fillers"	Cadets' speaking was somewhat clearly articulated throughout the message	Cadets' speaking was not clear or concise; did not avoid the use of slang or "fillers"
Cadets responded appropriately to verbal and nonverbal feedback; Cadets were knowledgeable about their portion of presentation	Cadets responded to verbal and nonverbal feedback; Cadets were somewhat knowledgeable about their portion of presentation	Cadets did not respond appropriately to verbal and nonverbal feedback; Cadets were not knowledgeable about their portion of presentation
Section Notes:		

Table B-3. Service Learning Rubric, Cont'd.

Guiding Questions (if needed)

What need led you to select this project?

What type of research did you conduct to support this project?

What impact do you think this project had on the community?

What would you do next time to make this project better?

How did this service learning project impact your personal growth?

What leadership principles did you have to use to successfully complete this project?

What could you do to involve more Cadets in your project?

Were there any unexpected obstacles that you encountered during your project? How did you handle them?

Which phase of the project did you consider to be the most critical? Why?

Table B-3. Service Learning Rubric, Cont'd.

Total Points: _____

Transfer the total points to the JPA School Visit Point Summary Worksheet, Appendix B-10.

DRAFT

4-Aug-16

TAB 9

Winters Mill High School JROTC

Toys for Tots Service Learning Project
Presentation for Principal King
By 1st LT Gage Franklin
Sergeant William Cory
Sergeant Justin Proctor
Sergeant Brad Cole
6 Jan 2017

Agenda

- Purpose of briefing
- Introduction of team members
- Phase 1, Planning and Presentation
- Phase 2, Implementation
- Phase 3, Reflection and Integration
- Phase 4, Presentation and Delivery
- Conclusion

Purpose

The purpose of our Toys for Tots Service Learning Project is to bring academics to life and is driven by student involvement. Together with fellow Cadets, we will identify essential needs in our school or community and decide which project will be achieved for our own learning. Key to this process is a period of reflection, experience, and impact of participating cadets.

Introduce team members, explain roles,
and goal in the project

Main effort

- 1st Lieutenant Gage Franklin (Mod 2)
Planning and Preparation slides 1-6, Conclusion
- Sergeant Justin Proctor (Mod 2)
Implementation slides 7-13
- Sergeant William Cory (Mod 2)
Reflection and Integration slides 14-19

Support effort

- Sergeant Brad Cole (Mod 3)

How the project benefits the community

- Offers new toys to unfortunate children in the community
- In all most all cases these children would not be able to receive or afford gifts during this winter season.

How the Toys for Tots project enhances learning

- Toys for Tots enhances learning by allowing Cadets and students to help a great cause and allows them to participate in a service learning activity.
- Build teamwork, conscientious, punctuality, and character
- Develops a range of broadly usefull communication and interpersonal skills
- Reinforces importance of planning

How the toys for tots project relates to the JROTC program curriculum

- Purpose of service learning- learn more, earn better grades, come to school more often, demonstrate better behavior, become more civic minded, gain a first-hand appreciation and understanding for people from other cultures, races, and generations, see the connections between school and “real life”.
- Feel better about themselves.
- Learn skills they can use after leaving school.
- Help meet community needs by providing meaningful service, coordinating in partnership with the school and community, and help develop a sense of caring for others.

JROTC lesson competencies met by the project

- U3C8L1- Orientation to service learning
 - Identifies the components of service learning- structured teamwork, presentation and training, structured reflection, community service versus service learning.
- U3C8L2- Plain and train for your exploratory project
 - The exploratory project is an introduction to a service learning activity that utilizes experiential learning and problem based learning principles
- U3C8L3- Project Reflection & integration
 - Short term versus long term, models of service, and types of service

Role of teamwork in accomplishment of project

- Teamwork has ultimately contributed a big part to this task such as advertisements, briefing, coordination, and complement of the Toys for Tots service learning project
- The facilitator leads team discussion to identify needs and prepare service learning activities
- The recorder takes notes for the team and organizes information
- The reporter represents the team voice and reports team findings
- The timekeeper keeps track of time and plans the schedule.
- The debriefer encourages team members and leads discussion after presentation

Ways that the project would be modified to ensure that it meets established guidelines for JROTC service learning projects

- Organize
 - Synchronize Let 1-4 classes
 - Integrate squad leader efforts
- Train
 - Integrate Training for lets 1-4
- Equip
 - Place boxes at different places in school
 - Place box at American legion
 - Place box at Cranberry station

Processes necessary to conduct the experience

- The four phase lesson plan learning process
 - Inquire
 - Gather
 - Process
 - Apply
- Team meetings
- Leader workshops

Project plan evidence that defines the project goals of the project

- Develop teamwork within battalion, Meet JROTC guidelines
- Service goals- Provide toys for underprivileged children
- Learning goals-
 - Attempt service learning goal in school and personally feel better for helping others
 - Covers competencies such as identify the components of service learning, prepare for a service learning project, evaluate the effectiveness of a service learning project.
 - Enhances leadership Skills, teamwork skills, and Core abilities

JROTC curriculum competencies/outcomes addressed by the project plan

- Outline a personal plan to build strong relationships with team members (U2C6L1)
 - Understanding power and leadership, source of power, understanding influence
- Assess personal leadership style (U2C6L2)
 - Teachers leadership styles, directing style, participating style, delegating style, situational leadership model
- Assess personal management skills (U2C6L3)
 - Management defined, planning, organizing, coordinating, directing, controlling, management versus leadership, and time management
- Adapt communication to give direction and provide feedback to others (U2C6L4)
- Employ motivation strategies that inspire others to achieve goals (U2C6L5)

Project Plan provides who, what , when, why, and how

Who: All JROTC cadets without prior commitments to the Toys for Tots project

What: The Toys for Tots project

When: 10/6 till 12/14

Where: Westminster Maryland, Winters Mill High School

Why: Service learning project

How: Raise toys to benefit community and under privileged children by using JROTC program and school

Team and individual reflection

- Team (See tab 5)
 - Team leaders of each Mod need more meetings
 - Need a team plan
 - Set higher goals
 - Advertise more (Advertise at more locations)
- Individual (See tab 6)
 - Create advertising formats
 - Rehearse guiding question answers
 - Create a schedule for team and leadership meetings

Evidence of participation in structured reflection activities about the project experience

Main points (See tab 10 AAR)

- Pros
 - Team work
 - Cooperation
 - Motivation
- Cons
 - No previous plan
 - Integrate LET levels
 - Rehearsals

**Impact the experience had on the team
and individual members**

Team and individual reflections (See tabs 5 & 6)

- **Team Impact**
 - Ability to work together with teams
 - Ability to apply leadership principles
 - Ability make a positive difference in community
- **Individual Impact**
 - Sense of purpose, direction and motivation
 - Make Cadets feel good about themselves

**The results of the project, what was learned,
and how the experiences fostered change**

- **Cadets gain knowledge of how to run a service learning project**
- **Established a concrete plan for following years**
 - Experiences fostered change by helping the community and showing you can make a difference
- **Marine Corps appreciated our effort**
 - 288 Toys

New ideas for service learning projects based on current experience

- Arc Christmas drive
- Food bank
- Coat drive
- Scarfs on trees
- Salvation army coat collection

Conclusion

- Today I have told you about the service learning project Toys for Tots.
- We have planned and prepared this presentation to brief you on why we chose to participate and how we completed the project.
- Any further questions?

Back up Slides

Guideline questions

- What need led you to select this project?
- What type of research did you conduct to support this project?
- What impact do you think this project had on the community?
- What would you do next time to make this project better?
- How did this project impact personal growth?
- What leadership principles did you have to use to successfully complete this project?
- Where there any unexpected obstacles that you encountered during you're project?
- How did you handle them?
- Which phase of the project did you consider to be the most critical?
- Why?

TAB 10

After Action Review (AAR)

BY Gage Franklin and JROTC Program

Plan & Prepare

- Pros
 - Motivation
 - Cooperation
 - Incentives
 - Pizza party
 - Uniform
 - PT Choice
 - Over 160 toys school wide
- Cons
 - Cooperation
 - Integrate Let levels
 - No previous plan
 - Goal not high enough (100 school wide)
 - Marine Corps lack of interest shown
 - Start plan and preparation earlier

Present & Delivery

- Pros
 - Public speaking
 - Lets the principle know more behind the planning of the project
- Cons
 - Practicing time
 - Rehearsals

Guiding Questions

What led you to select this project?

- We wanted to choose a project that would benefit our community and help underprivileged children during this season
- Leadership position
- Benefit Cadets

What type of research did you conduct to support this project?

- Mission Analysis (what are the tasks required to complete out of regulation)
- Toys for Tots website and deadlines
- Administration permission
- During the regular scheduled meetings we would discuss what would be planned to happen and what we needed to happen. Also specific team members would be flexed to have extra time to work on various tasks appointed to the team member

What impact do you think this project had on the community?

- This helped out families without the resources to provide gift to their children and raised toys for underprivileged children

What would you do next time to make this project better?

- As cadets, we would set a higher goal for our school and JROTC program. We collected 288 toys when our goal was 150

How did this project impact your personal growth?

- The project has helped guided cadets to service learning and allowed them to actively participate in a service learning project and have earned service hours for doing so
- Core Abilities
- Leadership Principles

What leadership principles did you have to use to successfully complete this project?

- Set the example
- Make sound and timely decisions
- Keep you're people informed
- Seek responsibility and take responsibility for your actions
- Know you're people

What could you do to involve more cadets in your project?

- We can set goals for each Let level that must be met. Have more cadets actively participate with advertising and school announcements

Were there any unexpected obstacles that you encountered during the project?

- Some cadets did not participate by bring in toys when the deadline of December 14
- Some cadets did not involve themselves as much as other cadets
- Students not in JROTC did not participate as much
- Limited options on ways to involve more students not enrolled in JROTC

Which phase of the project did you consider to be the most critical? Why?

- All phases were important however, the inquire phase was the most important because without the planning of the project we wouldn't be able to carry out with the success we had and be able to move on to the next phases in the 4 phase process
- From the beginning, middle, and end standpoint, the end point phase was very important because it involved the planning and preparing of these briefing slides as well as the end result of the Toys for Tots service learning project