



Youth  
Changing  
the World

YOUTH

in the Driver Seat:

A Teen Driver Safety Semester of Service™

CELEBRATE My  
DRIVE™

Powered by State Farm®



### **About State Farm®:**

State Farm and its affiliates are the largest provider of car insurance in the U.S. and is a leading insurer in Canada. In addition to providing auto insurance quotes, their 17,800 agents and more than 65,000 employees serve 81 million policies and accounts – more than 79 million auto, home, life and health policies in the United States and Canada, and nearly 2 million bank accounts. Commercial auto insurance, along with coverage for renters, business owners, boats and motorcycles, is also available. State Farm Mutual Automobile Insurance Company is the parent of the State Farm family of companies. State Farm is ranked No. 43 on the Fortune 500 list of largest companies. For more information, please visit <http://www.statefarm.com> or in Canada <http://www.statefarm.ca>.



### **About YSA (Youth Service America):**

**YSA (Youth Service America)** improves communities by increasing the number and diversity of young people serving in substantive roles. Through campaigns such as Global Youth Service Day and Semester of Service; YSA Grants and awards programs; and resources and training opportunities, YSA activates millions of young people each year. Working with—and on behalf of—youth, adult mentors, organizations, and schools, YSA promotes a global culture of engaged youth committed to a lifetime of community action, learning, leadership, and achievement.

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### **ACKNOWLEDGEMENTS:**

YSA appreciates the assistance of the following in preparing this module:

- The Center for Injury Research and Prevention at The Children’s Hospital of Philadelphia Research Institute for allowing us to use resources from [www.teendriversource.org](http://www.teendriversource.org); and
- National Youth Leadership Council (NYLC), for providing student project examples from Project Ignition, [http://www.nylc.org/Project\\_Ignition](http://www.nylc.org/Project_Ignition).



Celebrate My Drive<sup>®</sup> powered by State Farm<sup>®</sup> is designed to rally communities, especially teens and schools, around new drivers across the U.S. and Canada. We want your school to get involved! Kick off a **YOUTH in the Driver Seat: A Teen Driver Safety Semester of Service<sup>™</sup>** during National Teen Driver Safety Week, the third week of October.

### **What is Celebrate My Drive?**

**Celebrate My Drive** is a community celebration of safe driving habits. It emphasizes the positives of safe choices behind the wheel, as teens celebrate the freedom that comes with the rite of passage of getting a drivers' license. Safe driving is a lifelong commitment. Thousands of students, schools, families and friends have already joined the party.

With good reason - auto crashes are the number one cause of death among teens in North America. But Celebrate My Drive isn't about scare tactics or negativity. It's about emphasizing the positives of safe driving. If we can reinforce habits like remembering to think "2N2" whenever teens drive - keeping 2 eyes on the road and 2 hands on the wheel - we'll save lives together.

Celebrate My Drive events take place across the U.S. and Canada, showing support for new teen drivers everywhere. Visit [www.celebratemydrive.com](http://www.celebratemydrive.com) to learn more and find an event near you.

### **How are teens hearing about Celebrate My Drive?**

To engage teens in Celebrate My Drive, we encourage them to "like" our Facebook page [www.facebook.com/CelebrateMyDrive](http://www.facebook.com/CelebrateMyDrive) and become part of the conversation. A variety of high school outreach programs are also in place across the country to reach new teen drivers and encourage participation at the events.

Engage your high school in a Celebrate My Drive for the chance to earn a grant award from State Farm. Go to [www.celebratemydrive.com](http://www.celebratemydrive.com) for more information.

## About this Guide

*YOUth in the Driver Seat: A Teen Driver Safety Semester of Service™* is designed to support high school students and their classroom teachers, service-learning coordinators, road safety educators, and student advisors in community and youth development organizations through the development and implementation of a semester-long youth-led teen driver safety service-learning program. The guide intentionally positions students themselves as problem-solvers, educators, and leaders in addressing teen driver safety, and positions adult educators and advisors as program facilitators.

The tips and tools support **educators** as they:



- Facilitate a program that spans a semester (12-14 weeks of continuous and sustained service and learning activities);
- Follow the YSA model of project planning and implementation (IPARD/C);
- Connect service activities to academic learning goals and career/workforce readiness skills;
- Ensure the project is meaningful to both the students and the community; and
- Enable a positive impact on students and the community.

...so that **students** will:



- Learn academic content;
- Develop career/workforce readiness knowledge and skills; and
- Make a significant community impact through the planning and implementation of projects that address and respond to teen driver safety.

*YOUth in the Driver Seat: A Teen Driver Safety Semester of Service™* emphasizes opportunities for students to meet career/workforce readiness student outcomes. Each stage of the project planning process is associated with one or more of the following skills<sup>1</sup>: Creativity and innovation, Critical thinking and problem solving, Communication, and Collaboration.

YSA recommends that you use this guide with the *Semester of Service™ Strategy Guide*, available for free download at [www.YSA.org/resources](http://www.YSA.org/resources).

### **Educator Pages and Student Pages**

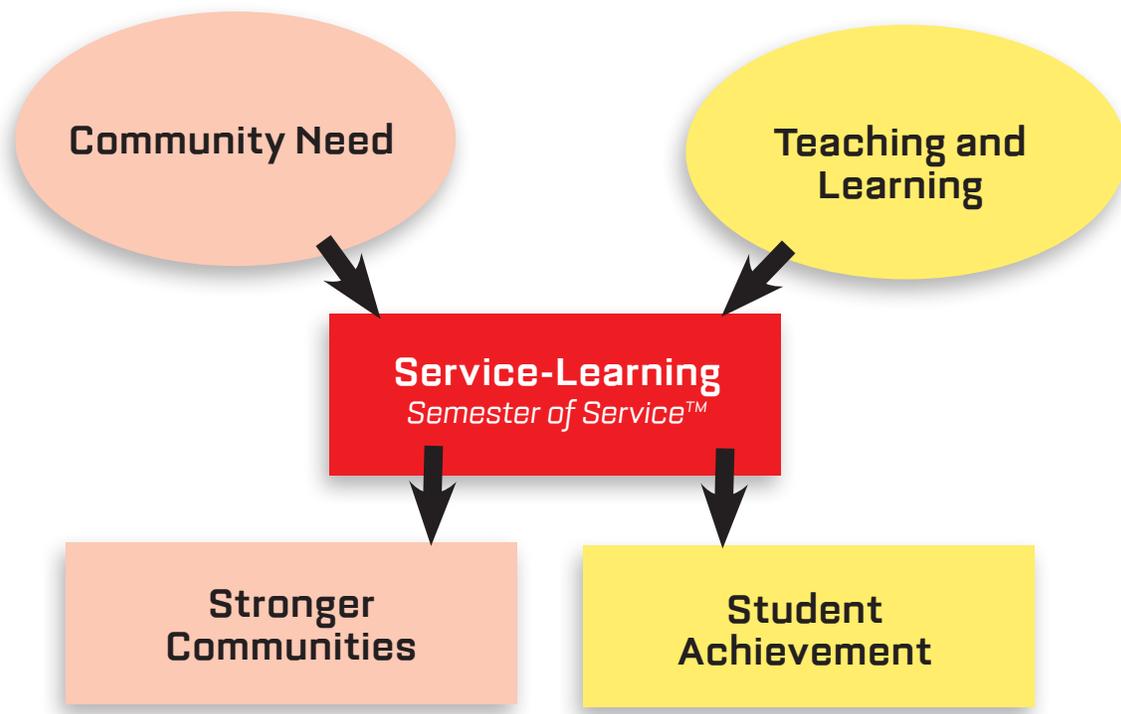
This guide includes pages specifically designed for educators/student advisors, and pages specifically designed for students themselves. Throughout, we refer to classroom teachers, service-learning coordinators, road safety educators, and student advisors in community and youth development organizations as “educators.” Those pages that have been designed for *student* use (pgs. 9-16) can be easily identified by the steering wheel watermark.

<sup>1</sup>Partnership for 21<sup>st</sup> Century Skills, “Defining 21<sup>st</sup> Century Skills: P21 Framework Definitions.” 2009. [www.p21.org](http://www.p21.org)

# Overview

## What is Service-Learning?

Service-learning is a teaching and learning strategy that engages youth in meaningful service, academic learning, and reflective practice designed to enrich student knowledge, build civic engagement, and strengthen communities.



## Why a "Semester" of Service?

The *Semester of Service™* framework incorporates continuous and sustained service and learning activity, ensuring that educators and students will have enough time to thoroughly work through each stage of the project and providing students with “a deep enough experience to make the learning endure.”<sup>2</sup>

<sup>2</sup> Shelley H. Billig, “Unpacking What Works in Service-Learning: Promising Research-Based Practices to Improve Student Outcomes.” Excerpted from *Growing to Greatness*. ©2007 National Youth Leadership Council. All Rights Reserved. Subsequent research has further validated these earlier findings.

## Framing your Teen Driver Safety Semester of Service™

YSA encourages you to launch, and culminate or celebrate the efforts of your Semester of Service™ on significant national “days of service,” providing students with added opportunities to associate their own efforts with the observances connected to these events.

The following timeframe is recommended for a Teen Driver Safety Semester of Service™:



You can also continue and expand your program into the spring semester by incorporating other national “days of service,” as appropriate to your own program issue or cycle.

## Seasons of Service

<b>SEPTEMBER</b> Celebrate My Drive Registration <a href="http://www.celebratemydrive.com">www.celebratemydrive.com</a>	<b>OCTOBER</b> National Teen Driver Safety Week <a href="http://www.teendriversource.org">www.teendriversource.org</a>	<b>NOVEMBER</b> National Family Week <a href="http://www.nationalfamilyweek.org">www.nationalfamilyweek.org</a>	<b>DECEMBER</b> National Drunk and Drugged Driving Prevention Month <a href="http://www.sadd.org/national3d.htm">www.sadd.org/national3d.htm</a>	<b>JANUARY</b> Martin Luther King, Jr. Day of Service <a href="http://www.mlkday.gov">www.mlkday.gov</a>
<b>FEBRUARY</b> Random Acts of Kindness Week <a href="http://www.actsofkindness.org">www.actsofkindness.org</a>	<b>MARCH</b> Cesar Chavez Day of Service and Learning <a href="http://www.chavezfoundation.org">www.chavezfoundation.org</a>	<b>APRIL</b> Global Youth Service Day <a href="http://www.GYSD.org">www.GYSD.org</a>	<b>MAY</b> Global Youth Traffic Safety Month <a href="http://www.noys.org">www.noys.org</a>	<b>JUNE</b> National Safety Month <a href="http://www.nsc.org">www.nsc.org</a>

## Linking Teen Driver Safety Issues to your Curriculum

Teen driver safety issues can be connected to any content area! If you are new to service-learning, you may want to begin by connecting the issue to one or two of your academic or career and workforce readiness learning goals. If you are experienced, try connecting the issue to more learning goals, or ask colleagues to collaborate with you in a cross-curricular project. When you introduce the program to your students, engage them in understanding the intentional learning goals of the program, and how their outcomes will be assessed.

As students plan, implement, and share the results of their program, you may see additional opportunities to add in curricular connections. The following examples illustrate opportunities for students to learn and apply content knowledge and skills throughout the program.

Sample Issue	Curricular Standards/Learning Goals	Possible Student Service and Learning Activities
<b>Texting and Driving</b> 	<b>Math</b> Create and analyze a survey, and compare the results to local, state, and national data. Look for trends.	<b>Math</b> Create and analyze a pre-survey on texting and driving, and compare the results to local, state, and national data. Look for trends and how they relate to texting and driving. Students plan an awareness campaign, and then administer a post-survey, comparing the results to pre-survey data.
	<b>Science</b> Use critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom.	<b>Science</b> Use the Scientific Method to analyze how texting and driving is related to teen car crashes. Students present results to a local cell phone provider.
	<b>Technology</b> Access, organize, and analyze information to make informed decisions, using one or more technologies (i.e., wikis, blogs).	<b>Technology</b> Create an ongoing community blog to share information about texting and driving. Use the blog to host surveys about the public's knowledge and behavior regarding texting and driving.
	<b>Physical Education</b> Create an obstacle course.	<b>Physical Education</b> Create an obstacle course that demonstrates the effect that distractions have on your ability to complete the course. Hold a community event where people try the obstacle course that students have designed.
<b>Wearing Seat Belts</b> 	<b>Language Arts/Speaking and Listening</b> Organize oral, visual, and multimedia presentations in clear sequence, making connections and transitions among ideas and elements.	<b>Language Arts/Speaking and Listening</b> Organize oral, visual, and multimedia presentations about seat belt laws, convincing others to wear seat belts. Share presentations at a community safety fair.
	<b>Civics and Government</b> Understand how laws are made and enforced at the federal, state, and local levels.	<b>Civics and Government</b> Understand how seat belt laws are made and enforced at the federal, state, and local levels. Teach seat belt laws to elementary school students.
	<b>Social Sciences</b> Examine the various characteristics, causes, and effects of behaviors.	<b>Social Sciences</b> Examine various characteristics, causes, and effects of teens wearing their seat belts. Develop a campaign to encourage peers to wear a seat belt.
	<b>Physical Science</b> Explain interactions between force and matter and relationships among force, mass, and motion.	<b>Physical Science</b> Explain interactions and relationships among force, mass, and motion as a reaction to wearing or not wearing a seat belt. Create a simulation that demonstrates what can happen if a person does not wear a seat belt.

## IPARD/C Model

Semester of Service™: Teen Driver Safety is built upon **IPARD/C**, a service-learning and project development model consisting of the following five processes: Investigation, Preparation and Planning, Action, Reflection, and Demonstration/**C**elebration.

Following the IPARD/C model, students work through all five stages, applying knowledge and skills, with an emphasis on career and workforce readiness, to transform their ideas into action and community impact.

Throughout the process, educators and other adults, such as issue experts and community partners, provide guidance and introduce curricular knowledge, applicable skills, and career and workforce readiness strategies along the way.

	<b>Investigate:</b> Identify a local, national, or global community need you would like to address.	<b>Prepare and Plan:</b> Develop a strategy for change and common vision for success.	<b>Act:</b> Implement the service activity to make a difference.	<b>Reflect:</b> Think about how your service and learning relate to you, your community, and your future.	<b>Demonstrate/Celebrate:</b> Showcase your program, celebrate your outcomes, and develop a plan to sustain your project.
<b>Student Activities</b>	<ul style="list-style-type: none"> <li>• Research and identify community priorities and needs, as they relate to teen driver safety.</li> <li>• Establish baseline data on current status of identified need.</li> <li>• Inventory project resources, such as potential community partners and personal assets.</li> <li>• Brainstorm and select doable and effective solutions that address the identified community need.</li> <li>• Reflect on both service and learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Create measurable service and learning goals and a method to measure progress.</li> <li>• Write a work plan that lists and assigns all project tasks and corresponding timelines.</li> <li>• Document activities as they are happening.</li> <li>• Reflect on both service and learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Implement project plan to respond to the need or issue by raising awareness, performing direct or indirect service, initiating an advocacy campaign around an issue, or raising funds through philanthropy.</li> <li>• Document activities as they are happening.</li> <li>• Collect data on project impacts.</li> <li>• Reflect on both service and learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in, and sometimes lead, reflection activities throughout the program in order to connect to and understand experiences, new knowledge, and acquired skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Determine what they have learned and achieved.</li> <li>• Share program results with the community, and encourage others to take action or replicate the program.</li> <li>• Celebrate successes, and recognize and thank supporters for their contributions.</li> <li>• Make plans to continue and expand the program.</li> </ul>
<b>Educator and other Adult Roles</b>	<ul style="list-style-type: none"> <li>• Introduce and assess academic and career and workforce readiness content and skills that are connected to students' activities for each stage.</li> <li>• Guide students as they plan and implement their program activities.</li> <li>• Provide students with opportunities to track their progress towards their learning and service goals.</li> <li>• Initiate structured reflection activities, connecting reflection activities to academic content and skills, career and workforce readiness skills, and service activities.</li> <li>• Ensure student safety and well-being.</li> </ul>				

## Project Example

Project Tornado<sup>3</sup>

Yelm High School – Yelm, Washington

Project Ignition grantee



**Investigate:** Identify a local, national, or global community need you would like to address.

**Community Need:** Reduce incidences of distracted driving

The *Project Ignition* Team of Yelm High School placed their focus on the issue of distracted driving. They surveyed parents and peers and found that 93% of the students surveyed admitted to riding in a car with a friend or parent who had been texting and driving, and 83% reported that the people they ride with eat, change the radio station, and do other distracting activities while the car is moving.

**Kickoff Event:** Students celebrated National Teen Driver Safety Week (every 3rd week in October) by educating the students on their campus, sharing the results of their survey, and having students participate in a driving simulator provided by State Farm.

**Career and Workforce Readiness Connection:** Students developed critical thinking and problem solving skills by analyzing and evaluating evidence and beliefs.



**Prepare and Plan:** Develop a strategy for change and a common vision for success.

The team was immersed in relevant research as they designed their campaign. They chose to organize a Safety Day for 320 9th grade students, host an Open House event for parents, and integrate information into teacher lesson plans; they utilized technology in all activities. They also worked closely with their local partners including Yelm Fire Department, Yelm Police Department, Thurston County Target Zero, Yelm State Farm office, and Olympic Ambulance.

**Career and Workforce Readiness Connection:** Students developed communication and collaboration skills by assuming shared responsibility for collaborative work and valuing the contributions of each team member.



**Act:** Implement the service activity to make a difference.

Students made a difference by:

1. Educating the school and their community at local events about the social norms related to teen driving.
2. Finding ways to integrate this important information about distracted driving into other classes taught at their high school.
3. Utilizing websites, such as Facebook, to post pictures and information and spread the word about distracted driving.

**Career and Workforce Readiness Connection:** Students developed creativity and innovation skills by acting on their ideas and making important contributions to their communities.



**Reflect:** Think about how your project relates to you, your community, and your future.

Students reflected throughout the project by creating blogs, posting on Facebook, and writing editorials for the school and local newspapers. One student said in her reflection, *“This project was meaningful and truly made an impact on me and many people I know. We truly reduced the number of students who use their cell phones while driving, and by that, have reduced the chance these students will be involved in distracted driving accidents. Projects like this allow me to feel good about what I have accomplished.”*

**Career and Workforce Readiness Connection:** Students developed creativity and innovation skills by acting on their ideas and making important contributions to their communities.



**Demonstrate/Celebrate:** Showcase your program, celebrate your outcomes, and develop a plan to sustain your project.

Students showcased the results of their program at a Home and Garden Show event, attended by more than 2,000 community members. They also ran a booth at a local “Christmas in the Park” event. They wrote six news articles – two for their high school, three for their local newspaper, and one online.

**Career and Workforce Readiness Connection:** Students developed communication skills by articulating thoughts and ideas in a variety of contexts and using communication for a range of purposes.

<sup>3</sup>Adapted from a Project Ignition example, available at [http://sfprojectignition.com/showcase/11\\_12\\_Leaders/leaders\\_1112\\_22.htm](http://sfprojectignition.com/showcase/11_12_Leaders/leaders_1112_22.htm).

## Implementing IPARD/C

The following pages walk through the IPARD/C process for students (pgs. 9–16) and educators (pgs. 17–23). As you read through the tips and suggestions, brainstorm service activities and their curricular connections. What will students learn? How will they serve their community while addressing the needs of teen driver safety?

IPARD/C Stage:	Student activities:	Curricular and Career/Workforce Readiness Connections:	Dates:
 Investigate			
 Prepare and Plan			
 Act			
 Reflect			
 Demonstrate / Celebrate			

### Introducing the program to students

- Your students may be new to service-learning, but with guidance, they will embrace this exciting and engaging teaching and learning style. Explain to students the purpose of the program: applying academic content and skills in order to plan a project or series of activities that improve teen driver safety. Consider using these sample starter questions:
  - What is service? Why do you serve?
  - Think about a time that you participated in a service project. What did you learn about yourself, your community, or a community issue?
  - Think of a time when you knew you learned something. How did you learn the new knowledge or skill? How did you know that you learned it?
  - What is one of your personal learning goals for this year? What do you want to learn this year, and how could you apply that knowledge through service?
- Provide students with the program timeframe and discuss connections to National Teen Driver Safety Week (Third week each October) and Martin Luther King, Jr. Day of Service (Third Monday each January).

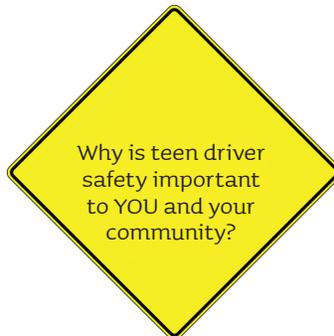
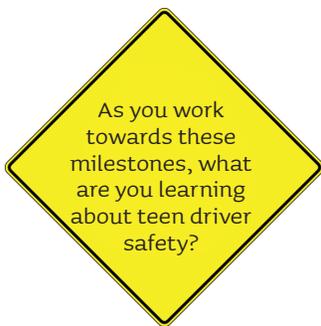
## Identify and learn about community needs.



## IPARD/C Investigate

Identify a local, national, or global community need you would like to address.

Are you learning to drive? Did you recently earn your driver's license? Congratulations! These are exciting milestones that have given you new responsibilities and insights and offer you a unique opportunity to improve teen driver safety in ways that are meaningful to YOU and your community. As you and your peers take the driver seat to take action, begin with YOU: your interests, your experiences, and your knowledge of teen driver safety.



Teen driver safety is a BIG issue. In order to make a significant difference, narrow the focus of your project to a specific factor that contributes to teen driver safety, such as driver's education or night driving. Which factor will you and your peers address? \_\_\_\_\_

### Your Research Plan:



Available as a Google Doc at [www.YSA.org/resources](http://www.YSA.org/resources).

What do you need and want to learn more about?	What did you learn about the community need, including the current status of the community need?	What did you learn about how to address the need?	Sources of information (articles, surveys, etc.):
Student knowledge and behavior regarding the "three-second rule"	Our survey found that 30% of the 9th and 10th graders know about the "three-second rule," compared to 70% in grades 11 and 12. On <a href="http://www.teendriversource.org">www.teendriversource.org</a> , it states that within one-second, a driver scans for a hazard, and then has two seconds to recognize and respond.	On <a href="http://www.sfprojectignition.org">www.sfprojectignition.org</a> , I read that the most effective projects, such as mentoring programs, offer opportunities for students to talk about the issue with one another.	Survey of student body, and Project Ignition and Teen Driver Source websites



- Check out Teen Driver Source ([www.teendriversource.org](http://www.teendriversource.org)), Project Ignition ([www.sfprojectignition.org](http://www.sfprojectignition.org)), and Road Aware® (<http://teendriving.statefarm.com/road-aware>) for tips, data, and project examples.

- Like Youth Service America and Celebrate My Drive on Facebook!

## Brainstorm and select a way to address the need.

You researched and learned about a community need and ways to address the need. What personal and community assets do you have to make it happen?

### Personal Assets:

Which personal skills, interests, and traits could help you as you develop your project?

### Community Assets:

Which economic, educational, political, religious, and cultural organizations, places, and people could help you as you develop your project?

Based on your research, which type of project would most effectively help you meet the community need?



#### Awareness

Help your peers, adults, and your community learn about teen driver safety in order to change their driving behaviors.



#### Advocacy

Use your voice to promote solutions and advocate for changes in laws that affect driving safety.



#### Service

Take actions that directly address human, community, or environmental needs relating to teen driver safety.



#### Philanthropy

Give and generate funds and in-kind resources to support teen driver safety.

### Your Project:

How can you and your peers use personal and community assets to address the community need?

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Awareness efforts are most effective when combined with service, advocacy, or philanthropy efforts!

For project examples, check out pg. 16.



### Reflection Rest Stop

I think this project will be successful because...

When doing research, I was really surprised to learn that...

How will your research improve the effectiveness of your project?

What would happen if you and your peers didn't do this project?



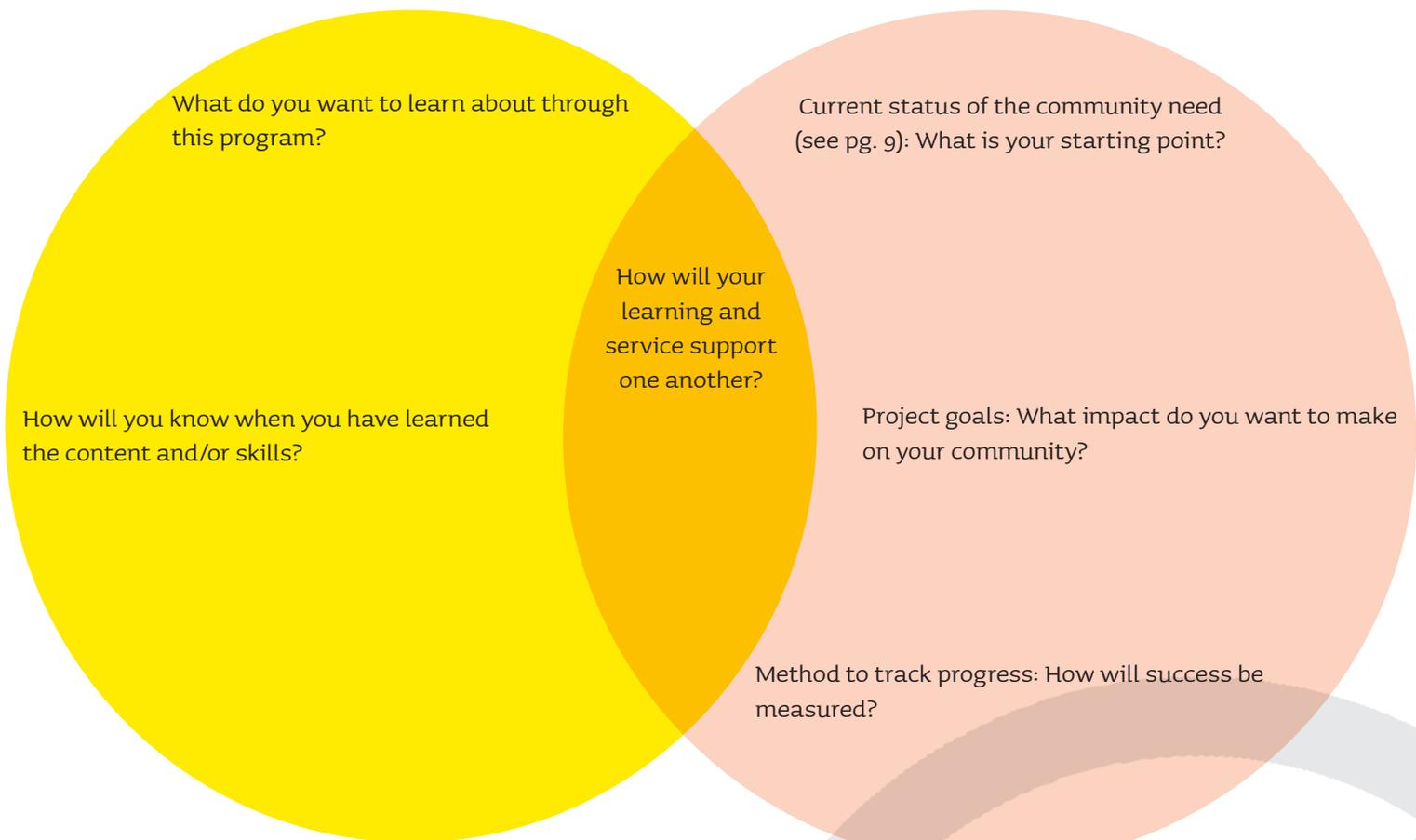
# IPARD/C Prepare and Plan

Develop a strategy for change and common vision for success.

Create project goals and a method to track progress.

### Your Learning Goals:

### Your Service Goals:



Methods to record and track your project progress:



## Write a project plan with tasks and timelines.

Think of all the things that need to be done for your project. Create a timeline and assign tasks. Sample tasks include outreach and project promotion, resources, logistics, and volunteer recruitment.

### Your Project Plan:



Available as a Google Doc at [www.YSA.org/resources](http://www.YSA.org/resources).

What (Tasks):	Who:	When:	Where:	What's needed:
Create mentor / mentee pairs	Pat	Oct 1	Mr. Smith's math class	Paper and pens

What will you do during National Teen Driver Safety Week, the third week of October ([www.teendriversource.org](http://www.teendriversource.org)), and Martin Luther King, Jr. Day of Service, the third Monday of January ([www.mlkday.gov](http://www.mlkday.gov))?

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### Your Pitch:

Whether you are working on outreach and project promotion, resources, logistics, or volunteer recruitment, you will need to convince others to support your efforts. Prepare your pitch by answering the following:

- Why is the project important to you?

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- How will this project impact the community?

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- Why is support needed and why should others care?

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Prior to contacting potential partners or supporters, role-play conversations to ensure that you share all the important information, ask the questions you want to ask, and anticipate the questions they will ask of you.

### Success Stories

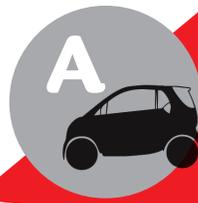
Students from Gibson City Melvin Sibley High School and Fieldcrest High School in Illinois kicked off their *Project Ignition* campaigns in a unique way. They made a strong statement by working with each other and using their football rivalry to rollout their Teen Driver Safety campaigns during the big game. Both schools used the game's competitive atmosphere to challenge each other's school to take greater leadership in the issue of teen driver safety. This competition evolved to be a cooperative, shared effort that brought these two communities closer together to save teen lives. More information about this project is available at [http://sfprojectignition.com/showcase/11\\_12\\_Leaders/leaders\\_1112\\_2.htm](http://sfprojectignition.com/showcase/11_12_Leaders/leaders_1112_2.htm) and [http://sfprojectignition.com/showcase/11\\_12\\_Leaders/leaders\\_1112\\_13.htm](http://sfprojectignition.com/showcase/11_12_Leaders/leaders_1112_13.htm).

As part of their *State Farm Good Neighbor Service-Learning Grant*, students at the Boys and Girls Club of Danville kicked off their service-learning project on Martin Luther King, Jr. Day by interviewing relatives and friends to determine their attitudes about unsafe driving, their experiences with unsafe driving, and their commitment to safe driving practices.



### Reflection Rest Stop

My classmates like working with me because...  
 Our team works really well together when we...  
 The most creative or unique aspect of our project is...



Implement the service activity to make a difference.

### Implement your project plan.

- Carry out logistics (schedule dates and times, select project location, etc.).
- Recruit and manage volunteers.
- Gather resources.
- Contact media and public officials, and promote your project.

As you implement your project plan, document your activity with photos and videos, and fill in the following information:

Starting Point	
Learning Goals: _____ _____ _____ _____	Current Status of Need: _____ _____ Service Goals: _____ _____

Project date and time: _____
Project location and transportation: _____
Project partners: _____
Project equipment and supplies: _____

Total number of volunteers: _____
Total number of youth volunteers: _____

Funds raised for project: \$ _____
Items donated: _____
Project sponsors and donors: _____

Project promotion activities: _____
# of media stories covering your project: _____
Media coverage: _____

Public officials contacted: _____
# of public officials participating in your project: _____
Public officials who participated: _____

Destination	
What I learned: _____ _____ _____ _____	# of people who benefitted: _____ _____ _____
	Project Results: _____ _____ _____



**Reflection Rest Stop**

I knew I made a difference when...

When I encountered a challenge or problem, I...

# IPARD/C Reflect

Think about how your project relates to you, your community, and your future.



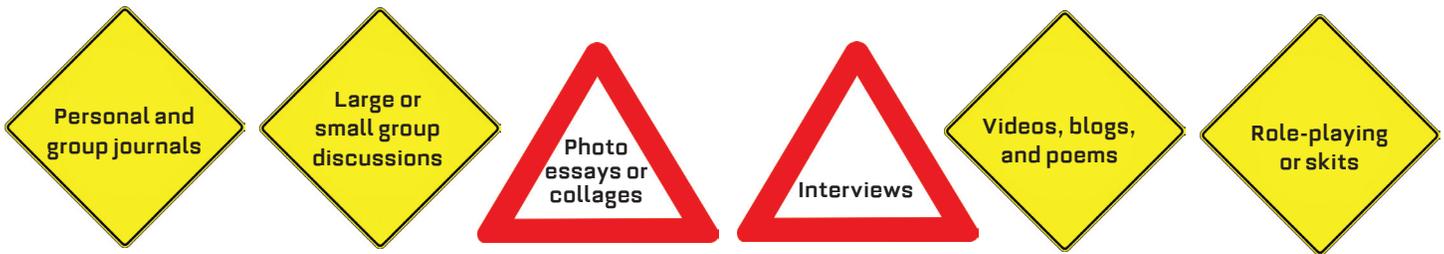
Reflect on how you connect with what you are learning and doing.

How have you and your community changed as a result of this project? Think of fun, creative ways you can reflect throughout your project with your classmates, or use the sample questions and activities below.

### Sample questions:

- Your project and you: What inspires you to serve? What does service mean to you?
- Your project and your community: How would you describe your connection to your community? What is the response of your friends, family, and neighbors to your project?
- Your project and your future: Which skills are you learning and demonstrating through this project? What interesting careers have you learned about through this project?

### Sample activities:



At three separate times during the project, rate your answers to these prompts using the 1 to 5 scale (1= strongly disagree and 5 = strongly agree).

	Date:	Date:	Date:
I am learning and applying academic knowledge and skills as I plan and implement this project.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
My efforts are helping to improve teen driver safety in my community.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
I can create and communicate new ideas to others.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
I can solve different kinds of problems.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
I can use communication for a range of purposes.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
I can work effectively and respectfully with others.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

### Success Stories

**Young Driver Research Initiative:** *Ride Like a Friend* Campaign  
<http://www.ridelikeafriend.org/>

Students at Radnor Township School District in Wayne, PA launched their *Ride Like a Friend* campaign during Teen Driver Safety Week in October to promote safe passenger behaviors. They surveyed the student body and then created a video and public service announcements based on the insights they gained from the survey results. The most effective components of *Ride Like a Friend* in pilot studies were the polling and morning announcements. For more information, check out [www.teendriversource.org/images/teen/RHS.RideLikeAFriend\\_2008.pdf](http://www.teendriversource.org/images/teen/RHS.RideLikeAFriend_2008.pdf).



# IPARD/C Demonstrate/Celebrate

Showcase your results, celebrate your outcomes, and develop a plan to sustain your program.

Share outcomes and highlights and teach others how to replicate your project.

Congratulations! You did it! You arrived at your destination! Now it is time to share your project results and stories with your community. And just like with any road trip, sharing stories and highlights is a fun and entertaining experience!

What information would you like to share with others?

How did this program impact you and your community?

Which aspects of the program are you most proud of?

What advice would you like to pass on to others taking on a similar program?

### Your Demonstration/Celebration Plan:

How will you share your insights, results, and important program details so that others can learn from you, take action to improve teen driver safety, or replicate your project?

- What format will you use? Videos? A blog?
- Who is your audience? Who are you trying to reach?

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How will you celebrate your successes and thank everyone who supported your project?

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How will you continue and expand your project?

- When can you do your project again?
- How can you get others involved?

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## Project Examples

### **Awareness:**

*Project Ignition* club at Shelton High School created a DVD on texting and driving, and showed it to all traffic safety education classes in their county and surrounding counties, administering pre- and post-surveys during presentations to determine the impact of their efforts.

As part of their *State Farm Good Neighbor Service-Learning Grant*, students at the Boys and Girls Club of Danville participated in a local Global Youth Service Day ([www.GYSD.org](http://www.GYSD.org)) event to culminate their project. They managed a booth to educate the public, distributing fliers on texting and driving, and presenting their case to the attendees.

### **Service:**

Students organized a clean-up day to remove unsafe debris from roads and created a driver's education peer-to-peer mentor program.

### **Advocacy:**

*Project Ignition* students at Gibson City Melvin Sibley High School and Fieldcrest High School in Illinois combined awareness activities with advocacy efforts and demanded stronger graduated driver's licensing laws and cellular phone bans in school and construction zones.

### **Philanthropy:**

Students raised funds to support the building of wildlife crossings that prevent road kill and accidents.

### **Add your own project example ideas!**





# I PARD/C Investigate

Identify a local, national, or global community need you would like to address.

Student Activity	Student Outcomes	Skills
Identify and assess community needs and priorities	Critical Thinking and Problem Solving	<p><b>Make Judgments and Decisions:</b> effectively analyze and evaluate evidence, arguments, claims and beliefs</p> <p><b>Solving Problems:</b> identify and ask significant questions that clarify various points of view and lead to better solutions</p>
Brainstorm and select a project	Creativity and Innovation	<p><b>Think Creatively:</b> create new and worthwhile ideas (both incremental and radical concepts); elaborate, refine, analyze and evaluate their own ideas in order to improve and maximize creative efforts</p> <p><b>Work Creatively with Others:</b> be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work</p>

## Tips:

- Start with the student’s perspective of the community, and develop project connections that draw directly from the student’s experiences. Facilitate discussion about teen driver safety by asking reflective questions, such as those on pages 14 and 21.
- Begin with a narrow or specifically defined focus. Have students select a specific topic or factor that they would like to address, such as texting and driving, or night driving.
- Emphasize the investigation of community needs and priorities. Students may want to rush to the action stages, or focus on solutions. The more thorough and thoughtful their investigation is, however, the more effective their project will be.
- As students research their topic, encourage the use of various research tools:
  - Media: review newspapers, blogs, Google alerts, Twitter searches, or reports from various sources.
  - Conversations and interviews: contact experts, or interview those who are impacted by the issue.
  - Surveys: develop surveys for their peers on teen driver safety knowledge and behaviors. Consider using online tools such as SurveyMonkey, Google Forms, or [www.polleverywhere.com](http://www.polleverywhere.com).
  - Observations and experience: observe and record behaviors, such as peer use of seat belts.



## Is the project doable?

Help students find and select a project that is meaningful, doable, and effective:

- How important is this project to YOU?
- Does this project meet a real community need? How do we know?
- Will the project have a visible and obvious result in the community?
- Will you be able to track your progress?
- Can you convince friends, volunteers, or partners to join your efforts?
- Do you have enough time to plan and complete the project?
- Will this project require funds? Can you raise the money you might need?

*“Students saw the value of patience in the project. It took hard work, cultivation, and time. The idea is, ‘By taking my time, my time pays off.’ If they didn’t research and plan, their actions wouldn’t pay off. One of the best things is when the students do their research and then see the applicability of their research and prior content knowledge.”*

– Joshua Johnson, Center City Public Charter School - Brightwood Campus - Washington, DC  
YSA Grantee



## Three-Second Rule Project Example

### Investigate

*The following example illustrates the role of educator as facilitator in a conversation with students during this stage.*

High School students were in a physics class learning about Newton's Law of Motion, focusing on acceleration and deceleration. During the lesson, a student shared a real life connection with the class. The previous night, she was almost in an accident because she was driving too close to the car in front of her. Another student had a similar experience and replied, "That is why you should follow the three-second rule." The teacher saw this as a great opportunity for the students to research the rule and create a service-learning project around it. Students utilized the articles and statistics at [www.teendriversource.org](http://www.teendriversource.org) to learn more about the three-second rule, which states that within a one-second window, a driver scans for a hazard, and then has two seconds to recognize and respond to the hazard.<sup>1</sup> Students surveyed the student body, asking questions about their knowledge, experience, and behavior regarding the three-second rule.

*A sample conversation might go something like this:*

**Teacher:** What conclusions did you draw from your research and your survey of the student body?

**Student:** Over 90% of the students have been in a car where the driver was too close to the car in front of them, resulting or nearly resulting in an accident.

**Teacher:** What else did you find?

**Student:** Only 30% of the 9th and 10th graders know what the three-second rule is compared to 70% in grades 11 and 12.

**Teacher:** Why do you think that is?

**Student:** Well, most 9th and 10th graders do not have their driver's license, so they probably haven't learned the rule yet.

**Student:** Also, the 11th and 12th grade numbers are not as high as they should be either.

**Teacher:** How do you think we might help both groups of students?

**Student:** Maybe we could find a way to share these facts with students before they get their driver's license? That way, we can prevent them from making the same mistake.

**Student:** Like a mentoring program?

**Student:** Yeah, that would be great!

The 11th graders then decided to develop a mentoring program where they would create and teach lesson plans for 9th graders about the three-second rule that incorporated 11th grade physics and 9th grade math standards.

<sup>1</sup> Winston FK, Senserrick TM, Eds. The Science of Safe Driving Among Adolescents. *Injury Prevention*. 2006; 12(Suppl 1):i56-i60.



# IPARD/C

## Prepare and Plan

Develop a strategy for change and common vision for success.

Student Activity	Student Outcomes	Skills
Establish learning and service goals and a method to track progress	Initiative and Self-Direction	<b>Manage Goals and Time:</b> set goals with tangible and intangible success criteria; balance tactical (short-term) and strategic (long-term) goals
Create an action plan	Communication and Collaboration	<b>Collaborate with Others:</b> assume shared responsibility for collaborative work, and value the individual contributions made by each team member
Gather support	Communication and Collaboration	<b>Communicate Clearly:</b> communicate effectively in diverse environments

### Tips:

- Using baseline data (the current status of the community need) gathered during Investigation, help students create measurable, challenging, yet achievable learning and service goals and a method to track their progress.
- Organize the class into task teams or committees, such as outreach and project promotion, volunteer recruitment, resources, and logistics, as appropriate.
- Prepare students to contact potential partners (organizations or businesses). Role-play meeting or phone call scenarios.
- Invite local issue experts to the classroom to talk with your students and offer advice.



### Three-Second Rule Project Example

#### Prepare and Plan

Students broke up into four groups. The Outreach group contacted the local police station and arranged for their class and police officers to make joint presentations to 9th grade students about the three-second rule and the formulas police use to evaluate accidents. The Logistics group scheduled the presentation times with cooperating teachers and set-up the mentor/mentee pairs. The Resources group got video cameras so they could record the presentations and created pre- and post-surveys to see how their presentation changed student understanding of the content. The Presentation team wrote the lesson plan that incorporated 11th grade physics and 9th grade math standards.

During this stage, the teacher reached out to other teachers to see if they would be interested in incorporating the project into their curriculum in order to create a cross-curricular project.



Student Activity	Student Outcomes	Skills
Implement the action plan	Creativity and Innovation	<b>Work Creatively with Others:</b> demonstrate originality and inventiveness in work and understand the real world limits to adopting new ideas <b>Implement Innovations:</b> act on creative ideas to make a tangible and useful contribution to the field in which the innovation will occur
	Communication and Collaboration	<b>Communicate Clearly:</b> use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade); communicate effectively in diverse environments <b>Collaborate with Others:</b> exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal
Collect data on project impacts	Creativity and Innovation	<b>Work Creatively with Others:</b> view failure as an opportunity to learn; understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes

### Tips:

- Ensure student safety and well-being: review safety issues, prepare a few students to talk to media, and obtain photo release forms from students, if necessary.
- If students experience unexpected challenges, guide them through a problem-solving process, and help them come up with new solutions. Projects do not always run according to plan, and that is okay. Unexpected challenges create great teaching and learning moments!
- The following chart lists suggestions for what information students can collect about their program and how to collect it. *Outputs* are quantifiable measures of your students' activity or of a service they provide. *Outcomes* are the results or benefits of those activities and services your students provided.

How to collect data:	What data to collect:	
<ul style="list-style-type: none"> <li>• Observations</li> <li>• Photos (before, during, and after shots)</li> <li>• Interviews with community partners or organizations</li> <li>• Pre- and post-surveys</li> <li>• Evaluations</li> <li>• Counting</li> </ul>	<b>Sample Outputs:</b> <ul style="list-style-type: none"> <li>• Awareness projects: # of people who attend your educational events</li> <li>• Service projects: # of mentor – mentee pairings</li> <li>• Advocacy projects: # of petitions or pledges signed, # of letters written to elected officials</li> <li>• Philanthropy projects: dollar amount raised, # of donors</li> </ul>	<b>Sample Outcomes:</b> <ul style="list-style-type: none"> <li>• Changes in project beneficiaries' behavior (e.g.: more people wearing seat belts)</li> <li>• Changes in project beneficiaries' knowledge (e.g.: people more aware of three-second rule)</li> <li>• Uses of funds raised (e.g.: funds used to build speed bump in high-speeding area)</li> <li>• Changes in law or policies</li> <li>• New partnerships formed or existing partnerships strengthened</li> <li>• New programs created or existing programs strengthened</li> <li>• Changes in perception of youth</li> </ul>



## Three-Second Rule Project Example

### Act

The 11th grade students implemented their plan and taught their lesson plans about the three-second rule to 9th grade students. Their lesson plans integrated teen driver safety with 8th and 9th grade math curriculum. Students also videotaped the lessons so that they could use the videos for their Demonstration/Celebration activities.



# IPARD/C Reflect

Think about how your project relates to you, your community, and your future.

Student Activity	Student Outcomes	Skills
Reflect before, during and after the program	Critical Thinking and Problem Solving	<b>Make Judgments and Decisions:</b> reflect critically on learning experiences and processes; synthesize and make connections between information and arguments
	Communication and Collaboration	<b>Communicate Clearly:</b> articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts

### Tips:

- Offer intentional, structured, as well as spontaneous reflection activities during each stage of the project.
- Solicit more than “yes” or “no” responses, to promote higher-order thinking skills.
- Provide opportunities for frequent, constructive, timely two-way feedback between you and your students.
- If possible, enable students to reflect together with community partners.

### Suggested Reflection prompts could include:

#### *During Investigation and Preparation and Planning*

- What are the teen driving statistics in our area? How do they compare to state and national studies?
- What specific skills are needed to plan and implement this program?
- What do you believe you still have to learn to accomplish the program’s goals?
- What are some of your expectations for this service-learning program?
- What are you hoping to learn from our community partners?

#### *During Preparation and Planning and Action*

- Are we meeting our goals? Are our goals too ambitious? Too modest?
- How is this program helping you as a student?
- What knowledge or skills are you applying to this program? What additional skills do we need?
- Our class performs best when we...
- What surprises have we encountered?
- How will our new knowledge be useful later?
- What careers have you learned about during this program?

#### *During Reflection and Demonstration/Celebration*

- What did we do? What went well? What would you do differently next time?
- What did you learn from this experience that you didn’t know before?
- What was special about this experience? What will you remember from this experience five years from now?
- What is important to remember for our next service-learning program?



## Three-Second Rule Project Example

### Reflect

Students created blog entries throughout the experience. They also recorded testimonials from the police officers and the younger students and then played the testimonials during morning announcements. The art students created art that conveyed the importance of their three-second rule campaign, which was displayed around the school. They also recorded meetings with community partners and reflected on ways that they could improve those meetings in the future.

# IPARD/C Demonstrate/Celebrate

Showcase your program, celebrate your outcomes, and develop a plan to sustain your project.



Student Activity	Student Outcomes	Skills
Share results of program	Communication and Collaboration	<b>Communicate Clearly:</b> articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts; use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade); utilize multiple media and technologies, and know how to judge their effectiveness a priori as well as assess their impact

## Tips:

- Provide students with opportunities to share their program with the community in a public format, such as the following, so that you can assess acquired knowledge and skills within an authentic context.
  - Create “how-to” guides, either in written or video formats. Share videos with YSA by posting them on the Global Youth Service Day Facebook page.
  - Create a program blog.
  - Teach another group of youth or community members what you learned from the program.
  - Present project results to your school board or local government.
  - Submit a press release or an opinion piece about your program to the local newspaper.
  - Create an exhibit or gallery of the program to display at a local library or community center.



## How can students prepare to share the results of their program?

Use the following questions to guide your students as they develop a demonstration activity:

- Who is the target audience for your demonstration event?
- How will your demonstration engage the audience?
- Did you include information about your project’s impact?
- Did you include information about how YOU and other students in your class were impacted by the project?
- Does your presentation let others know how they can get involved in the issue or take action?
- Do you have the opportunity to teach others how to replicate your project?
- Do you acknowledge and thank all those who supported your project?

*“With service-learning, mediocrity doesn’t work. The students now have public standards. It makes their learning real. It makes it public. No one sees their grade except their family and teacher, but when a student is writing a blog for the public, they will do better with grammar because it is in public.”*

– Jake McCollum, Lincoln Middle School - Fort Collins, CO  
YSA Grantee

**Celebrate your students:**

- Award students with certificates of completion.
- Ask community partners to send a thank you note to the class or acknowledge students on their website.
- Nominate a student or your class for YSA’s *Everyday Young Heroes* award. The nomination form can be found at [www.YSA.org/awards/hero](http://www.YSA.org/awards/hero).
- Show students how to submit their record of service hours to YSA to become eligible for the President’s Volunteer Service Award. Learn more about the award and process at [www.YSA.org/awards/PVSA](http://www.YSA.org/awards/PVSA).

**Assess your experience:**

What worked well for you? What did you enjoy about this teaching strategy?	What will you change next time?
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**Continue and expand your program:**

- Are there other educators in your school, your district, or in your community who you could invite to join you in the next phase of your program? Share program impacts, both academic impact and community impact, with your colleagues, principal, and school community, and encourage them to get involved.
- Look for opportunities to share the work that you and your students did – at a district inservice event, or state or national conference. Contact YSA about presenting your experience at the Youth Service Institute.
- Apply for a YSA grant to continue your program or implement another project. Learn about grant opportunities at [www.YSA.org/grants](http://www.YSA.org/grants).



**Three-Second Rule Project Example**

**Demonstrate/Celebrate**

The students made a presentation to the school board, sharing the results of their pre- and post-surveys and how the project helped them academically. They addressed the connections they made during physics and math class, the ways in which their writing skills improved while writing letters to the editor, and the collaboration and communication skills it took to prepare a lesson and teach it to 9th grade students. They also shared personal testimonials on how being a mentor changed their own driving habits.

Students celebrated by inviting parents, teachers, administrators, and community partners to a luncheon and debriefed on how they could improve the program next year. Some of the students also read their reflections and letters of appreciation aloud.

## State Farm® Teen Driver Safety Resources

**Project Ignition**, coordinated by the National Youth Leadership Council (NYLC) and funded by State Farm, is a program that provides grants to public high schools that utilize service-learning to address teen driver safety issues through student-led campaigns. <http://www.sfprojectignition.com/>

**Road Aware**® is a free, online tool that is designed to help teens recognize hazards on the road. Research shows that more than 40% of all teen driver crashes are a result of not recognizing hazards while driving. With Road Aware, teens can safely practice their skills in a variety of driving scenarios, including residential neighborhoods, downtown streets, cities and highways. <http://teendriving.statefarm.com/road-aware>

**Road Trips**® is a free, online tool that helps teens and parents reach that goal in a way that maximizes the quality, diversity and efficiency of the practice drives. With Road Trips, you can plan your drives, watch tutorial videos, print tip sheets and log your drives – all at your own pace. Another great feature of Road Trips is that users are able to invite others to mentor a teen driver so that the group has a shared experience. <http://teendriving.statefarm.com/road-trips>

**State Farm Good Neighbor Student Achievement Grants**, presented by State Farm and YSA (Youth Service America), are grants of up to \$1,500 for youth-led service-learning initiatives in K-12 public schools in all 50 states and the District of Columbia, and in the Canadian provinces of Alberta, Ontario, and New Brunswick. Eligible programs engage youth in semester long service-learning projects. [www.YSA.org/goodneighbor](http://www.YSA.org/goodneighbor)

**Steer Clear® Safe Driver Discount Program** is more than a safe driver discount, it's a great opportunity to review and improve your driving skills. Who can't use a little refresher course? And, if there is a Steer Clear discount in your state, why pass up the opportunity to lower the cost of your auto insurance? [www.statefarm.com/insurance/auto\\_insurance/steerClear.asp](http://www.statefarm.com/insurance/auto_insurance/steerClear.asp)

**Teen Driver Source** is the award-winning website from the Young Driver Research team at the Center for Injury Research and Prevention at The Children's Hospital of Philadelphia Research Institute. The site provides teens and others interested in teen driver safety with the latest information and tools (including facts and stats) to help prevent crashes. The site is frequently updated as new research is published, interventions are evaluated, and new recommendations for families become available. [www.teendriversource.org](http://www.teendriversource.org)

## About YSA

### YSA Campaigns

[www.YSA.org/campaigns](http://www.YSA.org/campaigns)

**Semester of Service™** links prominent national service events - such as Martin Luther King, Jr. Day of Service and Global Youth Service Day - through an extended service-learning framework spanning at least 12 to 14 weeks of continuous service and learning activities. Students, ages 5 to 25, spend the “semester” addressing a meaningful community need connected to intentional learning goals and/or academic standards. Throughout, the teacher or facilitator supports the emergence of “youth voice” as young people guide the process.

[www.YSA.org/semester](http://www.YSA.org/semester)

**Global Youth Service Day (GYSD)** celebrates and mobilizes the millions of young people who improve their communities each day of the year through service. As the largest and longest-running service event in the world, GYSD is now celebrated by millions of youth in over 100 countries. Free and open to all, GYSD brings together youth and their adult champions to address their community’s most critical needs. GYSD celebrates its 25th anniversary April 26 to 28, 2013. Learn more and register GYSD projects at [www.GYSD.org](http://www.GYSD.org)

### YSA Resources

[www.YSA.org/resources](http://www.YSA.org/resources)

#### **Semester of Service™ Strategy Guide**

The *Semester of Service™ Strategy Guide* helps teachers and others working with youth to develop and implement a high-impact, strategic plan of action to engage young people in serving and learning. Using the step-by-step IPARD/C model, teachers are able to guide youth through a semester of service-learning with authentic, sustainable, and long-term service goals and related, intentional academic goals designed to help students learn.

#### **YOUth Changing the World: A Service Project Toolkit**

Designed for teenagers, this guide offers tips to plan, organize, and lead service projects for Global Youth Service Day or any service event. Featuring tips, charts, checklists, and questions, the toolkit provides a youth-friendly project management framework.

#### **GoToServiceLearning.org**

An online resource housing a database of best-practice service-learning lesson plans, developed by experienced service-learning teachers and their students across the United States. [www.GoToServiceLearning.org](http://www.GoToServiceLearning.org)

#### **Youth Service Institute**

YSA’s signature national training event, the Youth Service Institute is an opportunity for youth, educators, and nonprofit and community leaders to come together for three days to be inspired, network with others in the youth engagement field, share best practices and great ideas, learn how to implement high quality service and service-learning programs, and prepare for *Semester of Service™* and Global Youth Service Day. [www.YSA.org/institute](http://www.YSA.org/institute)

### YSA Grants

[www.YSA.org/grants](http://www.YSA.org/grants)

Each year, YSA offers more than \$1 million in micro-grant funding for youth-led service and service-learning initiatives that harness the creativity, energy, and unique perspective of young people to grow stronger communities, foster student achievement, and build workplace readiness skills. YSA Grants are available to community organizations, nonprofits, faith-based groups, educators, and youth.

[www.YSA.org/Semester](http://www.YSA.org/Semester)



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