Introduction:
Discussion about service and the three types of service (indirect, direct and advocacy)

Model indirect service through the NaNoWriMo English project -- students get sponsors for the number of words they write for their novels. The money goes to Room to Read

Model advocacy through the HUMAN RIGHTS DAY posters related to the Individuals and Societies topic.

Next - students will begin to embark on a discovery process for what they might be excited or interested in pursuing in relation to service:

Service presentation with the idea of the sieve
https://docs.google.com/a/isa.nl/presentation/d/1Wn912xOCtTJ1cvtzTU7KfUoRpWrgxq0vE69xKlwlKO4/edit#slide=id.p

KEY WORDS - related to their topic --->
"Students will be able to find a topic in the world that they could be empowered to make a change"

1st lesson: (in class)
1. review how we ended before we went on break-- how we were looking at various service projects that people had done and the sieve process
2. remind students about the inventory and how they were to come in after break with an interest (inspiration)
3. **beginning with the end in mind** -- explain possibilities this is what your product might look like... (movie trailer, prezi, google presentation, powerpoint, poster presentation, glogster, mind map)
4. Review Ryan's Well video… model compass points for Ryan together as a class.
5. Next, students will use the compass routine: E (excited) W (worrisome) N (need to know) S (stance or suggestion)

2nd lesson: (in class)
Activity for keywords on the topic (countries)
IB Design cycle with keywords found here.
Using keywords to find resources

So nice seeing you this morning. The University of Texas has a good site on keywords,. Albeit the site is for college-age students, it does offer a great deal of the same information they need to know about keywords. It will be worth pointing out that while many databases require keyword searches, a lot of search engines utilise natural language e.g. you can search Google and Sweetsearch.com with the a phrase such as "Ebola cases in Africa." Please find the UT site here. Of special note is section on 'Activities' at the bottom of the page, as it walks you (students) through the process of searching/selecting keywords.

3rd lesson: FINDING RESOURCES (Tuesday January 13th - library)
20 minutes of instruction
20 minutes of discovery

4th lesson: NOTE TAKING & PLAGIARISM (Thursday January 15th - library)
Marry note taking and plagiarism
Finding resources and evaluating resources
Google searches & Database searches
C Relevant Authentic Current

Databases & Keywords (brainstorm keywords; keyword activity)
Topic & Research Question
Ian's students brainstormed organizations…

Examples:

volunteer
recycle

Notetaking:
NoodleTools
Notebook approach (similar to Cornell)
Cornell - teach method (notebook paper / notecards)
Evernote

5th Session -- (Monday January 19th -- library)
Inquiry process of gathering information --
Review the process ---

6th Session -- (Wednesday January 21st-- library)
Working on their product creation with bibliography

7th Session (Friday -- buffer)

8th Session (Tuesday - January 27th)
Presentations with one section presenting in the library

9th Session (Thursday - January 29th)
Presentations

10th Session (Monday - February 2nd)
Presentations

SERVICE LEARNING PRESENTATION
(prezi, google presentation, PowerPoint, poster, glogster, mind map, ect)
2-4 minutes in length

Students present their SERVICE PROCESS --

Describe your inventory (what are you interests / passions)
How did those passions relate to an idea for service???? Explain
What questions arouse from your passion that would need answers in order for you to turn these beginning thoughts into a way to serve
RESEARCH your topic -- what did you discover during your research - present your research!!!!
(remember to cite your sources and create a bibliography)
What is your final stance on the topic/service ... you have decided ....