

CAMPUS MUSEUM OF SERVICE TOOLKIT K-12



**How to create exhibits that honor
and inspire service at your school.**

**250 &
BEYOND**

A joint initiative of Independent Sector and
the National Museum and Center for Service

SERVICE LEARNING TOOLKIT: K-12

Why Exhibitions?

Something big happens when we share the story of our growth and impact publicly. We experience our power: as learners, as members of a community, and as change-makers. Our exhibitions deepen our own understanding and share lessons learned from successes and failures. If our exhibitions are imperfect -- and they should be -- they tell others it's important to put our values into action, even when we still have a lot to learn. Our exhibitions showcase what is possible and, perhaps, inspire others to take risks for a better world, too.

At John Lewis High School, where I work, exhibitions look like this: students, teachers, family members, and community partners gather in the library. A couple of brave students grab the microphone and welcome everyone in Spanish and English. They remind visitors: we are here to celebrate and learn from students who took action to create positive change. Presenters stand near their trifolds, computers, and posters, which showcase stories of learning in the student's own words using markers, glue, construction paper, laptops, photos, post-its, and print-outs. Visitors mingle, ask students questions, offer handshakes and compliments, and leave behind notes of encouragement. We close with a whole-group reflection and a brief open mic opportunity to share words of support and gratitude.

We host exhibitions of learning twice a year. These exhibitions remind us all of the vast, unpredictable, and often underestimated capacity of young people to be of service. Our exhibitions are also special events that connect our classrooms to our community and celebrate our students' leadership journeys. They bring purpose to our projects, recommit us to our school's values, and provide an opportunity for our broader community to connect meaningfully with our students.

For schools without an established culture of exhibitions, getting started can feel overwhelming. The first exhibition I hosted at John Lewis High School was inside my own classroom. It lasted one class period and was attended by a handful of carefully chosen guests. An exhibition's power is not in its formality or scale: it is in the connections that spark when we trust our students to engage in real-world learning.

My students have taught me a great deal about what they want and need from adults seeking to support their efforts to create positive change. Those lessons are reflected in the resources included here, which have been piloted in classrooms, revised by students, and refined over time. I hope these resources are useful in some way, whether you use them as they are or redesign with your own students in mind.

Deborah March
John Lewis Leadership Program Manager

About This Toolkit

This toolkit was created by students and staff in the John Lewis Leadership Program at John Lewis High School in Fairfax County Public Schools, Virginia. All of these resources were piloted, revised, and polished in the bilingual, project-based John Lewis Leadership Legacy class between 2023-2024. Acts of service connect us to our school's namesake, Congressman John R. Lewis, who once said: **"What I try to tell young people is that if you come together with a mission, and it's grounded with love and a sense of community, you can make the impossible possible."**

How to Use This Toolkit

This toolkit supports service learning from the beginning of a student-led project through the creation of an exhibition. It assumes that students will be working with peers they may not know well, on a project that may not be their number one priority and sole focus. For these reasons, you will notice consistent opportunities for students to form relationships, reflect on their values, reconnect with their project's purpose, and document their growth over time. You will notice sentence stems, graphic organizers, and bilingual Spanish/English text to expand access. You will also notice an emphasis on engaging diverse perspectives and exploring the community's strengths and needs: these steps are crucial to helping students design an authentic service project and take informed, responsible action.

Your contexts will shape the "when" and the "where" of these resources. My students and I do all of this during class time (not as homework). I invite mentors to join in class once per week as an open invitation to sit at students' table groups and support their progress (these mentors are students' family members, my friends, colleagues who are willing to donate part of an unencumbered period, and community partners).

The scope of this toolkit spans the entire scope of a project because any artifact a student uses to plan, enact, or reflect on a project can be featured in an exhibition. Help your students find a way to document the process by saving everything. I purchase cheap cardboard gift boxes at a local craft store and keep each project team's papers, photos, and scraps in their own box in my classroom. I photograph students at every phase and use the school's color printer to share the photos. Students value the opportunity to see themselves and their peers, and to create captions that give them authorship of their own learning journeys.

The resources in this service learning toolkit are divided into four sections. Each section concludes with a "Mentor Conversation Checklist" so that students can reflect on their learning with a supportive adult.

1. **Getting Ready:** Build relationships, connect to values, and clarify your "why."
2. **Plan It:** Identify the community's strengths and needs, make a project plan.
3. **Do It:** Identify, prioritize, and track tasks, and reflect on growth and progress.
4. **Share It:** Reflect, select artifacts, and build your exhibition.

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**GETTING
READY**

TEAM-BUILDING PLAN

Mark your choice and add more details in the white box.
Marque tu elección y escribe más detalles en el cuadro blanco.

Names: Nombres:

Play a Game
Jugar un Juego

Would You Rather?
¿Cuál Prefieres...?

Group Playlist: Listening Party
Lista de Canciones: Fiesta de Escucha

Share a photo of something that makes you happy. Comparte una foto de algo que te haga sentir feliz.

Group Feast / Banquetear
What is a favorite snack, and why?
¿Cuál es tu snack favorito y por qué?

Create your own plan to get to know each other. Crea tu propio plan para conocer a tu equipo.

WHY IT MATTERS

Each member of your group: please share why this project matters to you personally.

Cada miembro de tu grupo: comparte por qué este proyecto es importante para ti personalmente.

Name: Nombre:

Name: Nombre:

Name: Nombre:

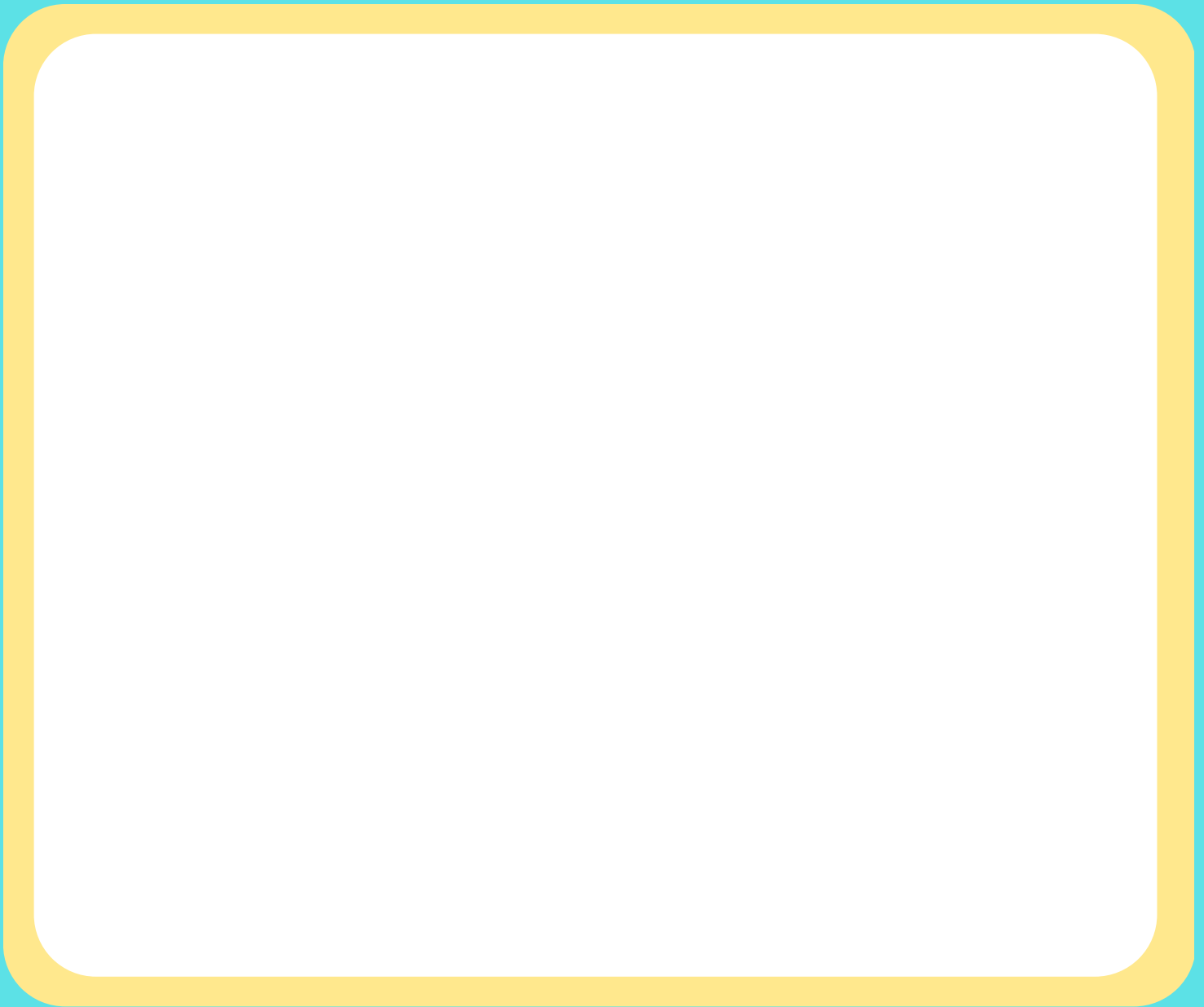
Name: Nombre:

AFFIRMATION AND JOY

Names: Nombres:

Creating positive change can be hard work! Gather strength from joy and connection. Explain your project to at least ten peers or adults and ask them to add drawings or notes of encouragement.

¡Crear un cambio positivo puede ser un trabajo duro! Fortalécete con conexión y alegría. Explica tu proyecto al menos a diez compañeros o adultos y pídeles que agreguen dibujos o notas de aliento.



Mentor Conversation Checklist

- Introduce yourselves. Take turns sharing your name, your age, and one favorite snack OR a place where you like to go. See if anyone in the group can remember everyone's names and answers.
- Write one "get to know you" question per post-it. Examples: Who is one person who taught you something important? Would you rather be a cat or a dog? Mix the questions up and take turns answering them with your group and mentor.
- Each group member: read aloud your response to the "Why It Matters" prompt. Ask your mentor why this service project matters to them.
- Think about the change you hope to create through your service project. Each group member: write one sentence on a post-it note that describes your service project in your own words. Put all the post-its on the table. Talk with your mentor about what is similar and what is different.
- Ask your peers and mentors for advice. For example:
 - What is one quote or idea that helps you keep going when things get difficult?
 - What is one thing we should remember to do?
 - What should be our next step?

*If not us, then who?
If not now, then when?*

Mentor Conversation Checklist

- Preséntense. Túrnense para compartir su nombre, su edad y su merienda favorita o un lugar al que les gusta ir. Vean si alguien del grupo puede recordar los nombres y las respuestas de todos.
- Escribe una pregunta para conocerte en cada post-it. Ejemplos: ¿Quién te enseñó algo importante? ¿Preferirías ser un gato o un perro? Mezcla las preguntas y túrnense para responderlas con tu grupo y tu mentor.
- Cada miembro del grupo: lee en voz alta tu respuesta a la pregunta "¿Por qué es importante?". Pregúntale a tu mentor por qué este proyecto de servicio es importante para él o ella.
- Piensa en el cambio que esperas crear a través de tu proyecto de servicio. Cada miembro del grupo: escribe una frase en un papelito que describa tu proyecto de servicio con tus propias palabras. Coloca todos los papelitos sobre la mesa. Habla con tu mentor sobre las similitudes y las diferencias.
- Pide consejo a tus compañeros y mentores. Por ejemplo:
 - ¿Qué cita o idea te ayuda a seguir adelante cuando las cosas se ponen difíciles?
 - ¿Qué es lo que deberíamos recordar hacer?
 - ¿Cuál debería ser nuestro próximo paso?

*Si no nosotros, ¿quién será?
Si no es ahora, cuándo será?*



PLAN IT

COMMUNITY INVENTORY

Names: Nombres:

How will we gather diverse perspectives about our project from our community? Highlight or circle the options you think are best. Choose more than one, because each has its strengths and weaknesses.

¿Cómo aprenderemos de las distintas perspectivas de nuestra comunidad sobre nuestro proyecto? Elige las opciones que creas que son las mejores. Elige más de una, porque cada una tiene sus fortalezas y debilidades.

DIFFERENT APPROACHES | DIFERENTES ENFOQUES

OPTION OPCIÓN	MORE INFORMATION MÁS INFORMACIÓN	THIS OPTION IS BEST FOR US BECAUSE... ESTA OPCIÓN ES LA MEJOR PARA NOSOTROS PORQUE...
SURVEY ENCUESTA	Can be written, digital, or verbal. Puede ser escrito, digital o verbal.	
INTERVIEW ENTREVISTA	Seek experts & people with experience. Busca expertos y personas con experiencia.	
COMMUNITY WALK CAMINATA COMUNITARIA	Be curious. Look for strengths and needs. Sea curioso. Busca fortalezas y necesidades.	
MEDIA RESEARCH INVESTIGACIÓN	Social media, books, websites, videos, etc. Redes sociales, libros, sitios web, vídeos, etc.	
OTHER ALGO MÁS		

Reflect on your community inventory (choose one):

- What is one hope your group has?
- What is one challenge your group might face?
- What is one question your group has?

Reflexiona sobre el inventario de tu comunidad (elige una):

- ¿Cuál es una esperanza que tiene su grupo?
- ¿Cuál es un desafío que podría enfrentar su grupo?
- ¿Cuál es una pregunta que tiene su grupo?

PROJECT PLAN

Names: Nombres:

OUR PROJECT | NUESTRO PROYECTO

NEED TO KNOW | NECESITAMOS SABER

ONE THING WE NEED TO KNOW IS... UNA COSA QUE NECESITAMOS SABER ES...	OUR PLAN FOR LEARNING ABOUT THIS IS... NUESTRO PLAN PARA APRENDER ES...

ACTION STEPS | PASOS DE ACCIÓN

ONE THING WE NEED TO DO IS... UNA COSA QUE NECESITAMOS HACER ES...	WHO WILL DO IT? ¿QUIÉN LO HARÁ?	STATUS ESTADO
		<input type="checkbox"/> Not Started No Empezado <input type="checkbox"/> In Progress En Progreso <input type="checkbox"/> Complete Completo
		<input type="checkbox"/> Not Started No Empezado <input type="checkbox"/> In Progress En Progreso <input type="checkbox"/> Complete Completo
		<input type="checkbox"/> Not Started No Empezado <input type="checkbox"/> In Progress En Progreso <input type="checkbox"/> Complete Completo
		<input type="checkbox"/> Not Started No Empezado <input type="checkbox"/> In Progress En Progreso <input type="checkbox"/> Complete Completo

SELF-ASSESSMENT TOOL

Name: Nombre:

One strength or skill I demonstrated during this project so far is...
Una fortaleza o habilidad que demostré durante este proyecto es...

One challenge I experienced during this project so far is...
Un desafío que experimenté durante este proyecto es...

One thing I plan to do differently is...
Una cosa que planeo hacer diferente es...

Something else I'd like to share is...
Algo más que me gustaría compartir es...

Mentor Conversation Checklist



Introduce yourselves. Take turns sharing your name, your age, and one strength or skill that you bring to this service project.



Get to know your mentor better. Group members: write one question per post-it and let your mentor choose which to answer. Examples: What are some things you are proud of? Have you ever done anything you didn't think you would be able to do? What kinds of jobs have you had? Who is someone that is important to you?



Show your mentor your findings from your community inventory (example: survey results or interview transcript). Each group member: share one thing you learned from doing your community inventory.



Show your mentor your project plan. Explain the "Need to Know" section. What have you learned, and what do you still need to know? Explain the "Action Steps" section. What actions have you taken, and what do you still need to do? Ask if your mentor has any advice.



Ask your peers and mentors this question, and take turns responding:
What should be our next step?

*If not us, then who?
If not now, then when?*

Mentor Conversation Checklist



Preséntese. Por turnos, comparte tu nombre, tu edad y una fortaleza o habilidad que pueda aportar a este proyecto de servicio.



Conozca mejor a su mentor. Miembros del grupo: escriban una pregunta por post-it y dejen que su mentor elija cuál responder. Ejemplos: ¿De qué cosas se siente orgullosos? ¿Han hecho alguna vez algo que no creía que podría hacer? ¿Qué tipo de trabajos ha tenido? ¿Quién es alguien importante para usted?



Muéstrale a su mentor los hallazgos de tu inventario comunitario (por ejemplo, los resultados de una encuesta o una entrevista). Cada miembro del grupo: comparte algo que tu inventario comunitario te enseñó



Muéstrale a tu mentor tu plan de proyecto. Explícale la sección "Lo que necesitas saber". ¿Qué has aprendido y qué te falta por saber? Explícale la sección "Pasos de acción". ¿Qué acciones has tomado y qué te falta por hacer? Pregúntale a tu mentor si tiene algún consejo.



Hazles esta pregunta a tus compañeros y mentores y túrnense para responder:
¿Cuál debería ser nuestro próximo paso?

*Si no nosotros, ¿quién será?
Si no es ahora, ¿cuándo será?*



DO IT

TEAM TASKS

Names: Nombres:

Task: Tarea:

Who will do it:

¿Quién lo hará? -----

When will it be done:

¿Cuándo se realizará? -----

Notes: Notas:

.....
.....
.....

Task: Tarea:

Who will do it:

¿Quién lo hará? -----

When will it be done:

¿Cuándo se realizará? -----

Notes: Notas:

.....
.....
.....

Task: Tarea:

Who will do it:

¿Quién lo hará? -----

When will it be done:

¿Cuándo se realizará? -----

Notes: Notas:

.....
.....
.....

Task: Tarea:

Who will do it:

¿Quién lo hará? -----

When will it be done:

¿Cuándo se realizará? -----

Notes: Notas:

.....
.....
.....

JOURNAL ENTRY

Name: Nombre:

JOURNAL TOPIC | TEMA DE ENTRADA DE DIARIO

What topic do you want to focus on for this journal entry? Choose a prompt and complete the sentence (or create your own). ¿En qué tema quieres centrarte en esta entrada del diario? Elige una consigna y completa la frase (o crea una propia)

One thing that excites or worries me...

One strength I bring...

One way I have grown is...

One challenge or success so far is...

One question I have...

Una cosa que me emociona o me preocupa...

Una fortaleza que tengo...

Una forma en la que he crecido es...

Un desafío o éxito hasta ahora es...

Una pregunta que tengo es...

MORE DETAILS | MÁS DETALLES

Tell a story or provide examples. Cuente una historia o proporcione ejemplos.

An example of this is...

I can tell because...

I noticed this when...

I used to think... but now I think...

Un ejemplo de esto es...

Lo puedo decir porque...

Me di cuenta de esto cuando...

Solía pensar... pero ahora creo...

WHY IT MATTERS | ¿POR QUÉ ES IMPORTANTE?

What I wrote about in this journal entry is important to me because...

Lo que escribí en esta entrada del diario es importante para mí porque...

SO WHAT, NOW WHAT?

Names: Nombres:

Now that your project is complete, what do you take from the experience?

Ahora que tu proyecto está terminado, ¿qué te llevas de la experiencia?

Optional Prompts:

This project taught me...

Next time I do a project, I will...

One lesson I learned is...

One thing I learned about myself is...

Frases opcionales:

Este proyecto me enseñó...

La próxima vez que haga un proyecto...

Una lección que aprendí es...

Una cosa que aprendí sobre mí es...

--

Will you adopt, adapt, or abandon this project? Circle one and explain.

¿Adoptarías, adaptarías o abandonarías este proyecto? Marca una opción y explícala.

ADOPT

ADAPT

ABANDON

ADOPTAR

ADAPTAR

ABANDONAR

--

What is one next step or goal you have?

¿Cuál es tu próximo paso o meta?

--

Mentor Conversation Checklist



Introduce yourselves. Take turns sharing your name, your age, and one thing you have learned or enjoyed from this service project.



Look back at your journal entry. Each group member: use a post-it note to summarize one key idea from your journal entry. Put the post-its on the table. Talk with your mentor about similarities and differences.



Tell your mentor some of the actions you have taken during this project. Show any artifacts you have, like photos, videos, quotes, or plans.



Tell your mentor whether your group chose to adopt, adapt, or abandon this service project, now that it is complete. Share why you made that decision.



Your group's next step is to tell the story of your service project by building an exhibition. Ask your mentor and peers what parts of this project might be important to include in the exhibition. Share your own ideas.

*If not us, then who?
If not now, then when?*

Mentor Conversation Checklist



Preséntese. Por turnos, comparte tu nombre, tu edad y algo que hayas aprendido o disfrutado de este proyecto de servicio.



Vuelve a leer tu entrada en el diario. Cada miembro del grupo: utiliza un papelito para resumir una idea clave de tu entrada de diario. Coloca los papelitos sobre la mesa. Habla con tu mentor sobre las similitudes y diferencias.



Cuéntale a tu mentor algunas de las acciones que has realizado durante este proyecto. Muéstrale cualquier material que tengas, como fotos, videos, citas o planes.



Cuéntale a tu mentor si tu grupo decidió adoptar, adaptar o abandonar este proyecto de servicio ahora que ya está terminado. Comparte por qué tomaste esa decisión.



El siguiente paso de tu grupo es contar la historia de tu proyecto de servicio mediante la creación de una exposición. Pregúntale a tu mentor y a tus compañeros qué partes de este proyecto podrían ser importantes para incluir. Comparte tus propias ideas.

*Si no nosotros, ¿quién será?
Si no es ahora, cuándo será?*



SHARE IT

REFLECTION TOOLS

"We do not learn from experience. We learn from reflecting on experience."
"No aprendemos de la experiencia. Aprendemos reflexionando sobre la experiencia."
- **John Dewey**

The change we hope to create through this project is...
El cambio que esperamos crear a través de este proyecto es...

Through this project, we improved...
A través de este proyecto mejoramos...

One experience we are glad that we had as part of this project is...
Una experiencia que nos alegra haber tenido es...

REFLECTION TOOLS

"We do not learn from experience. We learn from reflecting on experience."

"No aprendemos de la experiencia. Aprendemos reflexionando sobre la experiencia."

- John Dewey

Some things we learned about ourselves through this project are...

Algunas cosas que aprendimos sobre nosotros mismos son...

Some things we learned about our school or community are...

Algunas cosas que aprendimos sobre nuestra escuela o comunidad son...

At the beginning of this project, we thought... But now, we think...

Al principio de este proyecto pensábamos... Pero ahora pensamos...

REFLECTION TOOLS

"We do not learn from experience. We learn from reflecting on experience."

"No aprendemos de la experiencia. Aprendemos reflexionando sobre la experiencia."

- John Dewey

One thing we would have done differently is...

Una cosa que hubiéramos hecho de manera diferente es...

We are proud that...

Estamos orgullosos de que...

Some next steps for us are...

Algunos próximos pasos para nosotros son...

PHOTO & QUOTE TEMPLATES

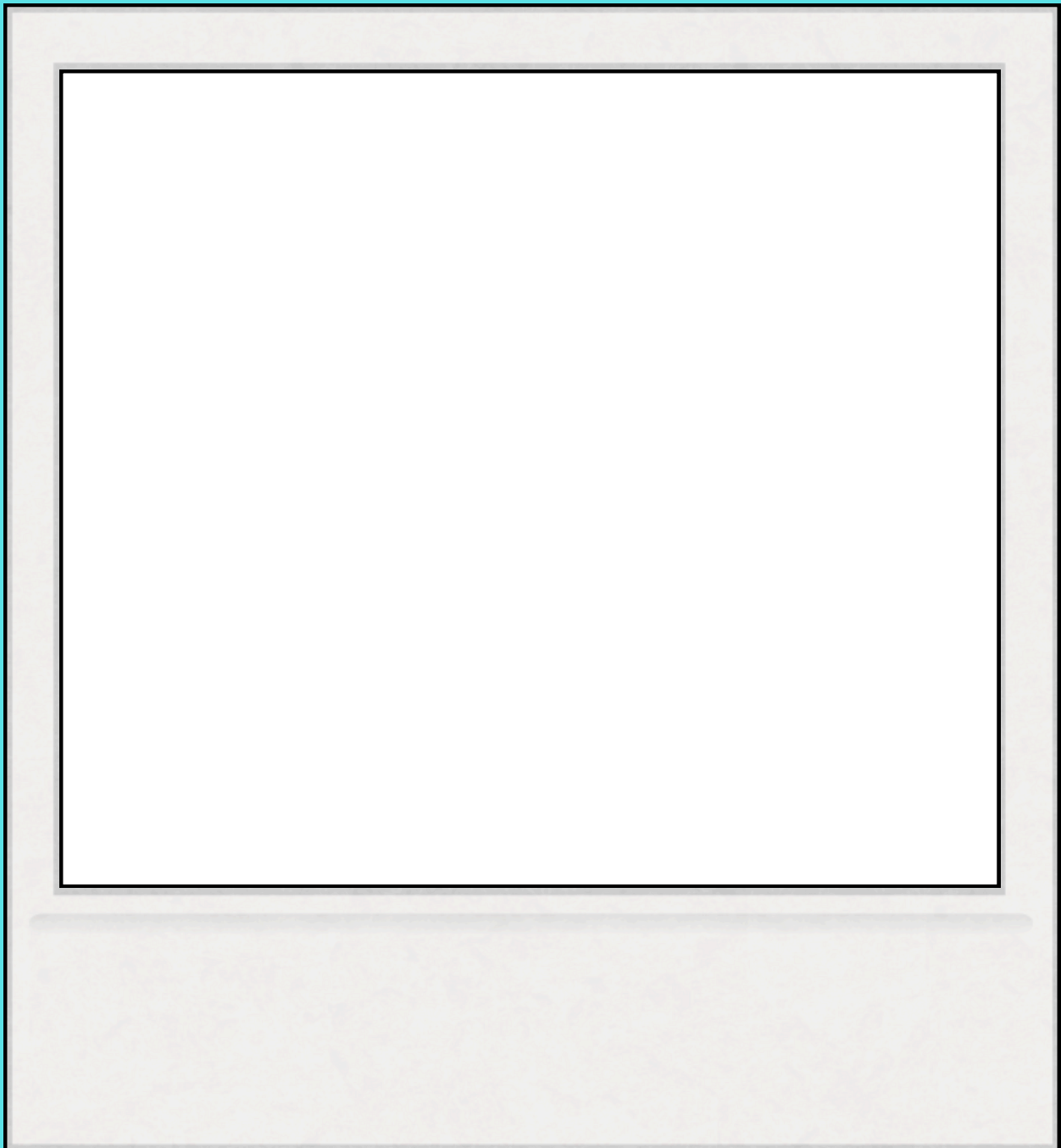
**Use this template to highlight a quote from an interview,
your journal, your research, or another source.**

Utilice este formulario para compartir una cita de una
entrevista, su diario, su investigación u otra fuente.



PHOTO & QUOTE TEMPLATES

Paste a photo inside the white box. Add a caption at the bottom.
Pega una foto dentro del cuadro blanco.
Agrega un título en la parte inferior.



EXHIBITION HEADINGS

These simple headings can help you tell a powerful story about your growth and impact. You can use or modify these or create your own.

WHAT WE DID

OUR IMPACT

EXHIBITION HEADINGS

Estos títulos simples pueden ayudarte a contar una historia impactante sobre tu crecimiento e impacto. Puedes usarlos o modificarlos, o crear los tuyos propios.

**LO QUE
HICIMOS**

**NUESTRO
IMPACTO**

EXHIBITION HEADINGS

These simple headings can help you tell a powerful story about your growth and impact. You can use or modify these or create your own.

**WHAT WE
LEARNED**

WHAT'S NEXT

EXHIBITION HEADINGS

Estos títulos simples pueden ayudarte a contar una historia impactante sobre tu crecimiento e impacto. Puedes usarlos o modificarlos, o crear los tuyos propios.

**LO QUE
APRENDIMOS**

¿QUÉ SIGUE?

Mentor Conversation Checklist



Think about your experience in your service project. Individually complete these sentences on a post-it note:

- This project was about...
- We made a positive impact on...
- Something I learned or improved was...



Look at the suggested headings: What We Did, Our Impact, What We Learned, What's Next.

- Are these the right headings for your exhibition?
- Do you want to make any changes?



Look at the materials in the box (especially the sentence starters & photos) and any artifacts you brought. You can also use the post-its you just completed.

- Which artifacts are most important to telling your story of growth and impact?



Build your exhibition of learning. Tell the story your group wants to tell about your project, growth, and impact.



Ask your peers and mentors for feedback. Some questions you can ask:

- What do you think we did well?
- What do you think we can improve?
- Are there enough specific examples and details?
- Please ask us some questions about our process, our impact, and the choices we made about our exhibition.

*If not us, then who?
If not now, then when?*

Mentor Conversation Checklist

- Piensa en tu experiencia en tu proyecto de servicio. Completa individualmente estas oraciones en un papelito:
 - Este proyecto se trataba de...
 - Tuvimos un impacto positivo en...
 - Algo que aprendí o mejoré fue...

- Observa los títulos sugeridos: Qué hicimos, Nuestro impacto, Qué aprendimos, Qué viene a continuación.
 - ¿Son estos los títulos adecuados para tu exposición?
 - ¿Quieres hacer algún cambio?

- Observa los materiales de la exposición y los objetos que hayas traído. También puedes usar los papelitos que acabas de completar.
 - ¿Qué objetos son los más importantes para contar tu historia de crecimiento e impacto?

- Construya tu exposición de aprendizaje. Cuente la historia que tu grupo quiere contar sobre tu proyecto, tu crecimiento y tu impacto.

- Pide comentarios a tus compañeros y mentores. Algunas preguntas que puedes hacer:
 - ¿Qué crees que hicimos bien?
 - ¿Qué crees que podemos mejorar?
 - ¿Hay suficientes ejemplos y detalles específicos?
 - Haznos algunas preguntas sobre nuestro proceso, nuestro impacto y las decisiones que tomamos en relación con nuestra exposición.

*Si no nosotros, ¿quién será?
Si no es ahora, ¿cuándo será?*
