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| C:\Users\bjaco\AppData\Local\Microsoft\Windows\INetCache\Content.Word\SLS-Teaching-Toolkit-Logo_Stacked-Initials.jpg | Learning More About Community Organizations |
| **Discipline:** All | **Type:** Take-home assignment, project; In-class exercise | **Time Commitment:** 30-60 mins | **Category:** GT1000; Sustainability in Atlanta |
| **Big Ideas:** [GT as Living Lab](https://serve-learn-sustain.gatech.edu/big-idea/gt-living-lab); [Participatory Research](https://serve-learn-sustain.gatech.edu/big-idea/participatory-research); [Valuing Community Impact](https://serve-learn-sustain.gatech.edu/big-idea/valuing-community-impact); [Doing Good In Your Neighborhood](https://serve-learn-sustain.gatech.edu/big-idea/doing-good-your-neighborhood) |
| **OVERVIEW:**This presentation tool introduces first year students to community organizations working on initiatives in the local Atlanta area. Interviewing members, actively participating in organizational activities, and then reporting on these experiences allows students a chance to not only further explore the ways that Georgia Tech actively partners with community organizations but also offers a chance to see some of the successes produced by these partnerships first-hand.This tool is based on a lesson plan by Yelena Rivera-Vale and Kristina Chatfield. |
| **INSTRUCTIONS:** 1. Make a list of SLS Community Partners available to students. (Contact the SLS Main Office for an updated version of this list.)
2. You should also plan on making the list of Student Clubs and Organizations available for your students to choose from. The list is available [here](http://engage.gatech.edu/student/organizations), in directory form.
3. Divide the class into teams and distribute activity instructions.
4. Review required elements with students.

Optional: generate a simple list of presentation order and share with students. |
| **SLS STUDENT LEARNING OUTCOMES & ASSESSMENT:**The Serve-Learn-Sustain toolkit teaching tools are designed to help students achieve not only SLS student learning outcomes (SLOs), but the unique learning outcomes for your own courses. Reflection, concept maps, rubrics, and other assessment methods are shown to improve student learning. For resources on how to assess your students’ work, please review our [Assessment Tools](http://serve-learn-sustain.gatech.edu/tool-category/assessment). **This tool achieves SLO 1. It also achieves GT1000 SLOs 2, 6 & 9. See the end of this tool for further details.** |

**Want Help?**

Kris Chatfield is the contact for this tool. You can reach her at kristina.chatfield@gatech.edu.

# Learning More About Community Organizations

**Directions**

1. For this assignment, each team must choose an organization working on different initiatives serving the Atlanta and Georgia Tech communities. You may choose from the list of community organizations or the directory of student organizations, both available on Canvas.
2. The group will interview at least two members of the organization and participate in at least one of their sponsored events.
3. Following your interviews and participation, you will prepare a 5-7-minute presentation that will include the following:
	1. An overview of the organization.
	2. A brief discussion of the impact the organization has on the community, concentrating on the 3 E’s (Environment, Equity, and Economy).
	3. A brief discussion of each team member’s personal view on the organization’s work/views/projects.
	4. Photos or videos showcasing the organization and the team member’s participation at the event.

SLS Student Learning Outcomes

1. Identify relationships among ecological, social, and economic systems.
2. Demonstrate skills needed to work effectively in different types of communities.
3. Evaluate how decisions impact the sustainability of communities.
4. Describe how to use their discipline to make communities more sustainable.\*

\* *Note:* SLO 4 is intended to be used by upper division, project-based courses such as Capstone.

GT1000 Curriculum and Learning Outcomes

**University Culture**

1. Manage the university environment in ways that support academic and personal success and involvement at Georgia Tech.
2. Develop a sense for what it means to learn at Georgia Tech and create a list of resources to support that learning process.

**Academic Success and Time Management**

1. Create a time management plan and begin the process of implementing effective time management skills.
2. Develop a personal study strategy based on strengths identified in a self-regulated learning survey.

**Communication and Relational Skills**

1. Write reflectively on topics related to college major and first year college experience.
2. Participate as an effective member of a team to produce and deliver a high-quality, professional presentation on a topic of value to the class.

**Major/Career Research**

1. Describe the required skills, daily activities, current and future state (growth potential), and salary potential of the major/career selected.

**Career Development Skills**

1. Prepare a resume applicable to internships, co-ops, study abroad programs or leadership positions (as appropriate).

**Leadership/Involvement at Tech**

1. Identify organizations and activities for possible involvement that reflect personal, academic, and career goals and interests.