

## Sample Social Project Outline

**NOTE:** Do **NOT** copy and paste this project. You will get 0.00 credit points because this is plagiarism. You must write our own project and you must use your own words. However, you can use this idea.

### Title of Social Project Plan

*Integrated School English Language Competition*

### Justification for Project Need:

*In (x) city, there are 3 Russian schools, 2 Armenian schools, and 1 Georgian school. Students do not often interact together if they go to other schools, especially when they speak different native languages. One thing they share in common equally is the study of English. Teachers in (x) city decided to work together to encourage students to integrate across cultural divides in language and social groups by holding an English Language spelling competition. The hope is that students will be more willing to work together and share in afterschool activities together in town if they feel like equals in a learning environment. The project aims to bring students together to celebrate what they have in common and to work together to be representatives of their city and region because the competition held at the school will result in students going to a regional competition, together.*

*In (x) community, division is a problem. It means that people do not talk to each other from different ethnic groups, and it can affect having good activities in town because everyone is keeping activities separate. It leads to very difficult elections where groups from different ethnic backgrounds fight instead of find common ground. By working with students at a young age to find shared interests, loves, passions and capacity, we can build a better future for (x) town.*

### Project Goals

- 1) The Integrated School English Language Competition will increase integrated community engagement among youth through a partner English Competition*
- 2) The Integrated School English Language Competition will result in students working together to represent (X) town through an English Competition that results in students attending a Regional and National Competition*

### Expected Results:

- 1) 10 students in grades 6-8 and 10 students in grades 9-12 from each school in (x) community will attend an integrated English language competition
- 2) At least half of the students who attend the english competition will report feeling more open to students from other schools after 1 hour of games and diversity conversations, demonstrated by completion of a small post-event survey
- 3) At least half of the student winners from the competition will work together to study for the regional round of competition for at least 3 weeks
- 4) At least 3 out of 5 schools will report a positive result from the integrated project and make at least one plan to hold another integrated event in the coming school year.
- 5) 3 weeks after the local competition, at least 25% of students will express an interest in doing another integrated school event with other schools, as demonstrated by a small in-class survey executed by the participating school English teachers
- 6) At least 3 out of 5 schools will report a desire to do this project again in 2018 as a result of a positive experience and success this year, as reported in a final project assessment among teachers

### Sustainability:

This project aims to create a more integrated community environment for students that encourages cross-cultural engagement. To make sure this lasts, the project has set goals that encourage students to work together in the next round of competition as study partners, as well as to have schools work towards future integrated projects.

Additionally, the time taken during the event to have students play games and talk about diversity together built stronger bonds for students that could be taken outside of the classroom. The project also focuses on teachers finding positive results, and takes the time to ask teachers if they liked the project to see if it should be repeated in the future. By providing a safe space for students and teachers to interact where there is common ground (English language) we break down barriers to integration in community activities and students will be more likely to engage

with each other outside of the classroom moving forward. We will test their eagerness to ensure this project worked by having a small survey in schools 3 weeks after the competition. By promoting this project on social media and the integration, we will also have students sharing in the fun in a space where they spend a lot of their time—on Facebook and Instagram.

**Project Activities:**

*First, the English teachers from all 5 schools will get together to decide on a date to have an integrated spelling competition, and a location. The teachers will talk about roles and make sure everyone has a part during the competition. They will make a facebook event and group and start to invite students and promote the project. They will promote the project in their lessons and helps students prepare for the competition for at least 2 weeks. This committee of teachers will also make sure they have food, games and surveys made before the event. All students from the 5 schools in the community will be invited to (x) school to participate in a spelling competition. All students will be mixed together into different classrooms to take the written test. Half-way through the test there will be a small break, and students will play teamwork games together and talk about culture and diversity in English. Students will then finish the test and have lunch together (at mixed tables), while the teachers work together to grade the tests. After lunch, students will do a small survey to see what they thought about the event and to check their new understanding of integration and tolerance. Then, each school will have 2 winners in grades 6-8 as well as in grades 9-12 announced. The winners will be announced at an awards ceremony and given certificates. They winners will stay after the event to talk with the teachers about the next steps to go to the Regional Round of the spelling competition. The student will be invited to join a study group together afterschool to work on representing their city and region for a regional spelling competition. They will pick a day and time that they can all meet and choose at least 2 different schools to study at for 4 weeks together. The teachers will hold a meeting one week after the event to do their own survey on how they felt the project was. They will work together to make a small survey for their students to do 3 weeks after the competition to see if they feel more integrated and tolerant. The teachers will also work together to plan to take their students to the Regional Round of competition as a group rather than individually. The teachers will report if their school would like to participate in another activity like this. If yes, they will work together with their directors to come up with a plan for 1 more integrated activity before the end of the school year.*

**Project Activity Timeline**

<b>Date</b>	<b>Activity description</b>
12/20/2017	Teachers meeting to plan competition date, time, and assign roles for competition
12/21/2017	Teachers announce event on Facebook, Instagram, School websites, and in classrooms
01/15/2018	Teachers get students to sign-up to compete and start preparing the students for competition after school
01/16/2018	Teachers plan lunch
01/17/2018	Teaches prepare games and diversity and integration discussion activities to fill 1 hour of time (age appropriate for grades 6-8 and then 9-12)
02/03/2018	Teachers hold spelling competition
02/07/2018	Teachers meet to discuss event and complete survey about event success & next steps
02/07/2018	Teachers design survey for students to see impact of event 3 weeks after
02/20/2018	Teachers administer survey and report results for compilation
02/24/2018	Teachers and schools make plans for secondary project to do another integrated activity with students
03/04/2018	Student winners and teachers attend Regional Round of spelling competition together
04/06/2018	3/5 schools hold at least 1 more integrated school project before June 15
06/12/2018	Teachers hold last meeting to complete reporting procedures for TPDS and work together to submit social project details

**Monitoring & Evaluation**

To monitor our project success, we will need to conduct surveys to see how participating students, teachers and schools feel about the project. We must measure whether students, schools and teachers feel that this project was useful and increased their openness to more integration in the community, along with willingness to do more integrated activities in the future.

To measure this, we will first survey students after the competition before they leave. We will ask students in a brief 10 question survey to rate how they feel on a scale of 1-5 about the different parts of the project. We will ask them if they felt the project was fun with more schools participating together. We will ask if they feel they got to know students from other schools better, and if they feel more positively towards the other schools than before the competition. We will ask if they would be interested in doing projects with students outside of school and if they plan to meet students they met outside of this project. These kind of questions will help us see if students have positive ideas after the event.

We will also measure how many of the winnings students work together to study for the Regional Round because this shows us active integration and teamwork across schools.

We will then ask students 3 weeks after the competition how they felt about the event and if integrated activities still interest them in a small survey and review the data.

Teachers will also complete a small survey to show how they felt about the project with their director. We will also measure how many schools say they want to do another integrated project and how many actually do before June.

### **Community Engagement**

Students from different schools will all be engaged in the competition, so we will be reaching into the larger community of (x). English teachers from each school will be involved with the planning and implementation as an integrated team. Parents will be notified about the competition and the hope to create a more integrated community. They will be asked to help with lunch and providing food for the event. The schools will have to work together to come up with future projects for integration. The purpose of the project is to encourage more community integration and inspire future projects like this that mix young people together, so this is a very engaging activity.

### **Differentiation**

This project will divide students by grade. The Junior group will be students in grades 6-8 and the senior group will be groups 9-12. The junior and senior students will have different tests and will take their tests in different spaces. This will ensure that the test is for the right age group and not too easy or too difficult. Then the break for games and diversity discussion will be into one group of junior students and one group of senior students. This way the games are age appropriate and the discussions as well. Then at lunch, students can sit by grade and will mix with other schools. Since students of different ages have different views of their community, it is important to give them their own space to think and learn together.

### **Project Risks & Solutions**

There are 3 main risks to this project. First, it is possible that students are not interested in a spelling competition in English and they may not want to participate. To avoid this issue, teachers will explain why spelling is important in English and how this activity can be fun instead of boring. They will show videos of competitions and also share the wonderful prizes they can win if they compete in the local round and make it to the national round.

The next problem is that students may not integrate well and could fight with students from other schools and ethnic backgrounds. To avoid this, teachers will prepare students the weeks before talking about how they must be open-minded and ready to learn with other students at the competition. Also, teachers will work together to monitor games and conversations to make sure they are kind and open-minded and students are integrating. Before playing the games, students will work together to write brief rules on how to treat each other to have a safe environment. Finally, teachers may not follow through on this project and their responsibilities. To make sure teachers follow through, they will be told they cannot take any credit points unless they help with their job and everyone votes that they did their job correctly at the follow-up meeting. Next, teachers will divide up responsibilities so it is not too much work for one teacher. Finally, teachers will only be allowed to join the project if they sign an agreement to work together before they have the competition.

