

Planning for Service-learning – Tab 2

The information in this section provides additional definition to the service-learning practiced by the Student Leadership Program. Migrant students and main-stream faculty have expressed significant learning from their participation in the leadership through service-learning practices in our conferences.

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Seven Elements of High Quality Service-learning

Adapted from the National Society for Experiential Education

1. **Clear Service and Learning Goals** – Service-learning goals are clear. The goals relate to classroom learning. The service-learning project enhances classroom learning.
2. **Organized Service** - The service is appropriate for the age and education of the students. The service is well organized. The community need the service addresses is clearly explained to the students, including careers and academic learning that relate to the service.
3. **Collaboration** - All partners contribute to the planning and benefit from the project. Many partners are involved in all aspects of the planning, implementation and evaluation of the project including students, parents, community members, school administrators, teachers, recipients of the service, etc.
4. **Student Voice** - Students participate actively in choosing, planning, implementing, facilitating, reflecting on, evaluating and celebrating the service learning project.
5. **Civic Responsibility** - The project promotes students responsibility to care for others and to contribute to the community and helps students to recognize the value of their participation in the community.
6. **Reflection** - Reflection is a structured process and occurs throughout the project. Reflection establishes the connections between the service experience in the academic curriculum and students connect the project learning with future applications.
7. **Evaluation** -All partners are involved in evaluating the project, including the effectiveness of the experience in helping to achieve learning and service goals.

Example of Service-learning Project Information for Events

This information was prepared for the Washington State Migrant and Bilingual Education Program August Institute – “Sharing the Vision for Student Success” – August 9, 2002, to inform students, community, press, and participants of our service-learning project. We provide the format for your use. Because this project is a part of a presentation, some of the detail that occurs in the conference curriculum is abbreviated and/or omitted.

Leadership through Service-learning

Overview: Secondary school migrant students from Lynden and Ocean Beach School Districts will practice leadership skills learned at Secondary Education for Migrant Youth Student Leadership Conferences in a service-learning project that will benefit people served by El Centro de La Raza a non-profit organization in Seattle, WA.

The August 9, 2002 service-learning project addresses community needs for personal/family health and safety for a highly mobile and low-income population.

Washington State Essential Academic Learnings, measurable at the seventh and tenth grade benchmarks, that may be addressed in this service-learning project include:

Communication 1 - The student uses listening and observation skills to gain understanding.

- 1.1 – focus attention.
- 1.2 – listen and observe to gain and interpret information.
- 1.3 – check for understanding by asking questions and paraphrasing.

Communication 2 – The student communicates ideas clearly and effectively.

- 2.2 – develop content and ideas.
- 2.3 – use effective delivery.
- 2.4 – use effective language and style.

Civics 4 – The student understands the rights and responsibilities of citizenship and the principles of democratic civic involvement.

- 4.1 – understands individual rights and their accompanying responsibilities.
- 4.2 – identify and demonstrate rights of U.S. Citizenship.

Health and Fitness 2 – The student acquires the knowledge and skills necessary to maintain a healthy life: recognize patterns of growth and development, reduce health risks, and live safely.

- 2.2 – understand the transmission and control of communicable and non-communicable diseases.

Some school subjects that could be addressed with this service-learning project include:

- Contemporary World Problems (hunger, homelessness, poverty, etc.)
- Civics (social consciousness, democratic process, legislative action, etc.)
- Math (projecting amount of goods needed for a defined period of time, numbers of people to be served, numbers of goods accumulated, distribution, etc.)
- Health (disease, skills to live safely, environment & health, etc.)
- Technology (internet research on problems, design of distribution center, etc.)
- Career awareness in health services, public service, non-profit services, advertising, public relations, etc.

Students' learning outcomes include:

- Students develop an understanding of how to apply school learning in the world of career and community.
- Students feel more connected with and responsible for their community.
- Students practice leadership skills.
- Students practice mentoring skills.

Community outcomes include:

- Youth who better understand their civic responsibilities and have a connection with their communities.
- Students who are trained in and practicing leadership skills.
- Youth who understand group and problem solving processes.

Service-learning specific activities in which the migrant students will participate include:

- Students will collect hygiene (soap, shampoo, lotion) and other goods (coffees, teas) from August Institute participants at the conference.
- Students will promote the project.
- Students will plan how they will sort items and prepare items for distribution.
- Students will facilitate conference participants in packaging the goods for distribution.
- Students will dialogue with the recipient organization to learn of consumer needs, conditions that cause the need, how the organization addresses the need, careers that help to address the need and the education required to pursue such careers.

Necessary tools and safety gear to complete the service-learning project available for this service-learning project include:

- | | |
|---|--|
| <input type="checkbox"/> Boxes for collecting the goods | <input type="checkbox"/> 100 count 1 gallon plastic bags |
| <input type="checkbox"/> 4 rolls of masking tape | <input type="checkbox"/> 1 easel pad |
| <input type="checkbox"/> 2 boxes of colored markers | <input type="checkbox"/> 1 table |
| <input type="checkbox"/> 1 ream of color paper | <input type="checkbox"/> pens |

Additional Information:

- All service-learning activities will take place at the Sea-Tac Double Tree Hotel.
- The service-learning project will end at 10:00.
- Students will participate in a presentation and a luncheon that will end 2:30 p.m. on Friday, August 9, 2002.

Background of the Service-learning Project Sponsor

(prepared and presented by the community partner)

Agency Name: El Centro De la Raza

Brief history of organization: El Centro is a non-profit organization going on its 30th year of service located in downtown Seattle WA. Serving families in need, El Centro de la Raza seeks to raise the awareness level of the general public, politicians, business and civic leaders toward the needs of the Chicano/Latino community in the United States and to help the Chicano/Latino community in the Seattle/King County area empower itself.

Services provided include: Child care, shelter, youth empowerment, food banks, community service center, English language learning, housing assistance, translations, etc.

Number of people served, characteristics of the population for whom the service is designed to assist: El Centro de la Raza serves thousands of people a year.

Facts about the conditions that cause the need for the service: El Centro de la Raza has sought to empower many people and to encourage their participation in basic social change. The provision of a wide range of survival services alone would be a temporary relief for deep societal wounds; it does not address the root of poverty, discrimination, alienation and despair. El Centro de la Raza strives to use social, cultural, educational and civic activities as vehicles to bring together peoples of all races and refuses to separate economic activities from social and human service. The organization combines a strong sense of self-esteem and connectedness to one's family and culture with active participation in community affairs. It has developed an extensive network-locally, nationally and internationally-to join diverse peoples, with common problems, in search of effective solutions.

It is a difficult struggle. The organization squarely confronts problems of racism, sexism and other forms of inequality that have bedeviled the world for centuries. These problems were not created in one day and will not be solved quickly. El Centro de la Raza's dedication to solving them by building a sense of community is best expressed in the words of the last of its 12 Principles: to share, disburse and distribute our services, resources, knowledge and skills to our clients, community, visitors and broader human family with all dignity for their individuality, needs and condition. To do so creatively with warmth, cultural sensitivity, fairness, enthusiasm, compassion, honesty, and optimism in all areas of work.

Things to Remember for the Service-learning Project!

- Appropriate clothing for this project is
- Professional (school/business) attire
- Restrooms may not be available at the service site or during the service-learning project
- Your safety is important
- Always let your mentoring team's designated chaperone or facilitator know when you need to leave the group
- Stay together – buddy up if you need to use the restrooms
- Stay on site for the entire conference and service-learning project
- Water and sun block is provided for outside activities

Above everything else, be safe and positive!

Service-learning Project Ideas

Ideally the planning for service-learning is a process that involves students with partners in:

- Identifying the goals of the learning
- Identifying a community need and an action solution (project) to help alleviate that need
- Establishing a plan of service and logistical action (action plan) that defines measurable goals and identifies community agency partners
- Establishing an agenda with time for structured reflection in which students relate classroom learning to the service-learning experience and the experience to classroom learning
- Establishing a plan for celebration that recognizes everyone's participation and effort

The following pages present some example service-learning ideas to “spark” your project brainstorming. Following a list of project ideas, we provide four sketches of projects that were the result of community needs assessments and implemented as “kick off” service learning events. We hope these give you an idea on how you can build structure to your growing service-learning program.

1. Build and distribute bird feeders to elderly community members or to help students learn about birds
2. Beautify school grounds
3. Compose science fiction stories to be donated to the neighborhood elementary school - write them in English and another language
4. Work with younger children at a local after-school program for low-income elementary students
5. Tutor younger students in language arts and other classes
6. Tutor parents in computer skills, literacy skills
7. Develop a local nature area with the State Fish and Game Department
8. Assist in the creation and/or maintenance of forest and river trails
9. Assist with the education and training of younger students in project volunteer work
10. Facilitate a food drive for the local food bank
11. Read to the children
12. Read to nursing home and long term care facilities residents
13. Analyze and research information in the local museum. From these studies produce a guide called the Walking Tour of...

14. Participate in an Audubon bird count
15. Interview local war veterans and their wives & write a booklet for the local museum as a way to help preserve area history
16. Paint scenes on local store windows, wall murals, paint over graffiti
17. Develop a recycling program
18. Clean a vacant lot
19. Construct a play structure, bus stop shelter, etc.
20. Develop and present plays on diversity, communication skills, etc.
21. Conduct recyclable waste audits for local businesses
22. Develop a litter awareness initiative and implement it
23. Collect and repair old bicycles – donate them to local emergency shelters
24. Participate in local efforts to raise money for and awareness of special needs
25. Hold an animal grooming event in conjunction with spaying awareness day
26. Implement "Park Days," during which students lead community members on tours through park using guides they produce
27. Adopt a road or a bike path and provide maintenance/clean up
28. Help to sort donations at a local Good Will, Salvation Army, St. Vincent de Paul or like organization
29. Ring the bell for the Salvation Army
30. Sell poppies for the Veterans of Foreign Wars
31. Help to paint fish on curbs to raise awareness of water pollution or numbers on curbs for emergency vehicle responses
32. Volunteer to trim back brush from street intersections
33. Help with cleaning, food distribution, and child care at a local shelter for the homeless
34. Collect nonessential items (those that food stamps will not purchase) for individuals with AIDS or HIV, who are highly mobile, etc.
35. Write letters for Amnesty International
36. Organize and implement drug-free activities for students
37. Develop and implement school environment analysis. Organize a response to improve the environment
38. Research ethnic history of area and present history awareness to community
39. Help with "Stand Down" program for veterans
40. Assist with city and county public forums

Four Projects Sketches

Project 1 Learning Goals:

Reading	Writing	Communication & Technology	Math	Science	History	Geography	Civics	Economics	Arts	Health & Fitness
X		X	X				X		X	

- Community Needs – Availability of children’s reading materials for families; low use of public library (may close local (rural) library); English language learning for pre-school children (and parents).
- Project Action – Used book collection & donations drive that coincides with a story time for pre-school children
Recipients of service:
 - Reading materials - Low-income families
 - Stories – all pre-school children & parents who attend
- Partners for distribution – Pre-school programs; migrant health clinics
Advertisement for book collection & story time – local media, drafting & arts classes for posters, library, day cares, churches, etc.
- Location – local library so more people feel good going there
- Story selection – ESL class – stories in English & another language
- Student on-site roles – collecting materials, welcoming, safety, reading, tallying donations, reviewing materials for condition & appropriateness, distributing materials – could extend to acting out the stories, etc.
- Partners – media, library, local business club that has literacy as a goal, pre-school programs, local book store, local children’s books author, etc.
- Long-Term Classroom Connections – Ongoing story hour, research on language learning resources, cultural exchanges, radio broadcast of stories, library day when students take pre-school children to the library or a literary experience, review of donated materials for equity, etc.

Project 2 Learning Goals:

Reading	Writing	Communication & Technology	Math	Science	History	Geography	Civics	Economics	Arts	Health & Fitness
X	X	X	X	X	X	X	X	X	X	X

- Community Need – Incentives for 7 – 9th graders to stay in school.
- Project Action – Stay in school information day
- Recipients of service – 6, 7, 8 and 9th grade students
- Advertisement – School news & announcements, local media, drafting & arts classes for posters, library, day cares, churches, etc.
- Location – Front of the school & into the gymnasium
- Display selection – Committee survey high school students to identify the best experience they have had in a class or in school; identify booths and demonstrations for students that show them all of the good things that happen in high school – if you stay in school you can:
 - Sports representatives
 - Yearbook and school newspaper representatives
 - Club representatives
 - Science class experiments
 - Potential for each subject area to identify a highlight and develop a “booth” representing that subject – for instance a poetry slam, a science experiment, a game of billiards to represent math, etc.
 - Representatives of different careers to show & talk about what positions and at what compensation different jobs within the industry offer (Ask them to bring products to give away)
 - Representatives from different colleges & universities to share what students should be doing in high school in order to succeed in school
 - Students research \$ earned at different economic levels & design display (possibly a quiz) to show the economic benefits of staying in school
- Student roles – Recruiting people, drawing up & implementing the physical layout requirements for the event, advertising, welcoming, master of ceremonies & announcements, thank yous, signs and directions, reviewing displays for appropriateness, distributing materials, etc.
- Partners – Middle & high school faculty & administration, student representatives from clubs, sports, local businesses, colleges and universities, law enforcement
- Long-term Classroom Connections – High school – middle school student mentors, quarterly middle school class visits to high school classes, specific career interest fairs, etc.

Project 3 Learning Goals:

Reading	Writing	Communication & Technology	Math	Science	History	Geography	Civics	Economics	Arts	Health & Fitness
X		X	X	X		X	X	X		X

- Community Need – Post forest fire restoration.
- Project Action – Tree planting on public land
- Recipients of service – The community as a whole, wildlife
- Advertisement – School news & announcements, local media, drafting & arts classes for posters, library, churches, etc.
- Location – On public land identified by the forest service
- Research – What were the indigenous trees, what is the loss in revenue from the fire, what is the cost to re-plant, how long will it take to reestablish the environment, what is the order in which plants would naturally be reestablished, etc.
- Presentations – Representatives of different careers related to the fire control, reforestation, forest and parks services, and timber industry to talk about what positions and at what compensation different jobs within the industry offer, environmental impact of fires, cause of fires, political issues around fire control, safety procedures to prevent and in case of forest fire, etc. (Ask them to bring products to give away)
- Student roles – Drawing up & implementing the physical layout requirements for the event – how many trees, at what placement, how deep, what is the lay of the land, implementation planning/planting, logistics for food beverages, etc. advertising, welcoming, master of ceremonies & announcements, thank yous, signs and directions, etc.
- Partners – Forest service, nurseries, garden shops, environmental groups, biologists, etc.
- Long-term Classroom Connections – Following the growth of the replanted area, following the return of wildlife, “adopt a road/forest” project, etc.

Project 4 Learning Goals:

Reading	Writing	Communication & Technology	Math	Science	History	Geography	Civics	Economics	Arts	Health & Fitness
X	X	X			X	X				

- Community Need – Community access to its history is limited. Although the small local museum has many donations, they do not have enough volunteers to sort through the materials and categorize them.
- Project Action – Community History Day
- Recipients of service – Seniors citizens, the community
- Advertisement – Local media
- Location – Museum and nursing home
- Research – What is the economic, geographic and ethnic history of the area
- Presentations – Museum – how to sort & categorize materials; nursing home – needs of elderly residents
- Student roles – Interview nursing home residents for personal histories including information on the weather and geography of the area, write histories that include a timeline of weather and geography, prepare display that features histories; sort and categorize museum pieces, scan photos to computer, prepare display, develop database of museum information, take questionable objects to nursing home and implement a contest for the residents to identify the items, read histories to nursing home residents, etc.
- Partners – Nursing home residents, nursing home, museum, technology lab, community businesses, etc.
- Long-term Classroom Connections – “Adopt a senior citizen” program, design, publicize and host a monthly/quarterly museum display, writing local history book, etc., establish hypothesis based on recollections of the seniors and explore if geological and natural evidence substantiates the hypothesis, etc.

Service-learning Reflection Questions

The ORID Reflection process used by the Institute for Cultural Affairs in Arizona has strengthened the application of the learning and the long-term benefits of involvement in our programs for our students, faculty, parents, and community partners.

(Select questions from each of the categories to complete the ORID process)

Objective	Reflective	Interpretive	Decisional
<p>What words did you say or hear as you worked on your service-learning project?</p> <p>What objects or facial expressions or actions or reactions did you see as you worked on your service-learning project?</p> <p>What else did you observe as you worked on your service-learning project?</p> <p>What were the reactions from people who are not on your team?</p> <p>What exactly did you accomplish in your service-learning project experience today?</p> <p>What challenges did you overcome?</p> <p>What challenges did the team overcome?</p> <p>What actions did you take to overcome those challenges?</p> <p>What actions did the team take to overcome those challenges?</p> <p>What skills did you use?</p> <p>What helped the team to complete your project?</p> <p>What personal strengths did you contribute to your team in order to complete the service-learning project?</p>	<p>How did hearing that/seeing that make you feel?</p> <p>How did you react to that?</p> <p>Tell us about another time when something like this has happened to you before.</p> <p>What do you think about what you observed/felt.</p> <p>How did doing that make you feel?</p> <p>What did you do that showed how you were feeling?</p> <p>What did you think about that?</p> <p>How did participating in this service-learning experience make you feel?</p> <p>What did you feel about this project?</p> <p>What did you feel about working as a team?</p> <p>What did you feel about the people that you are helping by this project?</p> <p>What are some of the values you practiced?</p>	<p>Why do you think you reacted in that way?</p> <p>What experience did you have that contributed to your reacting in that way?</p> <p>What values can you associate with your reaction?</p> <p>What have you learned in school that contributed to your acting in that way?</p> <p>What classes helped you to know how to do that?</p> <p>What did you learn about yourself from the experience?</p> <p>What did you learn about your community from the experience?</p> <p>What experience did you have that made you react to that in that way?</p> <p>What values can you associate with that reaction in that way?</p> <p>Why do you think you reacted in that way?</p>	<p>What will you do in the future to help you accomplish a goal like this goal?</p> <p>What will you do in the future to help your team?</p> <p>What will you do differently (or the same) because of this?</p> <p>What about this experience will you share in school classes?</p> <p>What school classes or topics will help you to address the problem?</p> <p>What will you do differently if you have this opportunity again?</p> <p>What will you tell your friends and family about this experience?</p> <p>What will you do differently because of what you did or learned today?</p>