YSA
YOUTH SERVICE AMERICA

Youth Changing the World

Revised for 2013

Semester of Service™

STRATEGY GUIDE

Serve a Semester, Change the World!

YSA | YOUTH SERVICE AMERICA

Youth Changing the World

JUNE 2012

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For additional events and dates, see also the Seasons of Service 2012-13 Calendar, in SECTION IV: Special Days of Service, pages 65-70.

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9/11 **Day of Service** Remember.

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MARTIN LUTHER KING JR · MAKE IT A DAY ON · NOT A DAY OFF · DAY OF SERVICE

APRIL 2013

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Global Youth Service Day April 26-28 2013 *The largest service event in the world.* www.YSA.org

About the *Semester of Service*™ Strategy Guide

The *Semester of Service*™ *Strategy Guide* is designed to help teachers develop and implement a high-impact, strategic plan of action to engage young people in serving and learning in their communities. This guide provides a student engagement framework through which you can teach required academic standards and curricular goals. As students commit to solving some of the most important and challenging issues facing our world, they are immersed in semester-long service-learning projects that include research, planning, action, relationship-building, leadership development, reflection, and opportunities to share what they have done and learned.

Whether you are new to or have prior experience with service-learning, using this strategy guide will enable you to lead your students through a "semester" of service and learning that spans 12 to 14 weeks and includes at least 70 hours of youth engagement with:

- · authentic, sustainable, and long-term service goals designed to make a significant community impact; and
- · related, intentional academic or curricular goals designed to help students learn.

All activities introduced in this guide are suggestions; YSA hopes that you will find them useful to your own planning process. They have been designed to help you work with your students to address substantive community problems through the application of significant service and rigorous learning. YSA recommends that you use this *Semester of Service*™ *Strategy Guide* along with the *2012-2013 YSA Poster* and the *Global Youth Service Day Toolkit* (all available for free download at www.YSA.org/resources).
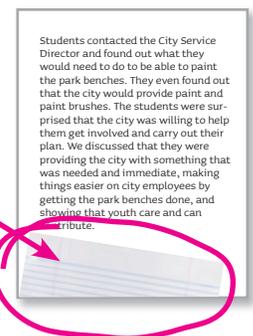
The YSA staff is ready to consult with you, to help you apply the *Semester of Service*™ model to your program; please contact us at semester@YSA.org.

Special Student Pages

In the preparation of this guide, YSA addresses two audiences: educators, and students.

- · Educators will find that the guide includes background materials, research-based commentary, and teaching strategies. Use these pages to guide the development of your lesson plans for your *Semester of Service*™.

- · Pages that have been designed for direct use by students can be easily identified by the screened lined notebook paper at the bottom of the page, and include planning pages and tip sheets. Reproduce these pages to give to your students to help them meet the various learning and service goals of their *Semester of Service*™.

YSA gratefully acknowledges contributions from Shelley Billig, Cathryn Berger Kaye, Kate McPherson, and a wonderful group of YSA grantees whose examples appear throughout.

Students contacted the City Service Director and found out what they would need to do to be able to paint the park benches. They even found out that the city would provide paint and paint brushes. The students were surprised that the city was willing to help them get involved and carry out their plan. We discussed that they were providing the city with something that was needed and immediate, making things easier on city employees by getting the park benches done, and showing that youth care and can contribute.

Table of Contents

Imagine a *Semester of Service™*. . .

- Tenth grade students at **City High School (Tucson, AZ)**, a State Farm Good Neighbor Service-Learning Grantee, created digital stories focused on the experiences of local individuals during the Civil Rights Era. The project began with a community survey at the city-wide Martin Luther King, Jr. March in January; students surveyed those marching, to see what they knew about segregation in their own community during the Civil Rights Era. Students collected oral histories from community members who experienced segregation first-hand, particularly former students of the Dunbar School, the only all-black school in Tucson. Students filmed and photographed interviewees and collected other materials from the period, documenting the community's place in history. Source material, including interviews and photographs, were incorporated into an original digital story. Students produced and presented a total of ten digital stories, along with a related quilt-making activity with children from a local elementary school, on Global Youth Service Day.

    Digital story sample: http://tinyurl.com/7mwa6s9

- As part of YSA's STEMester of Service—a Corporation for National and Community Service/Learn and Serve America-funded *Semester of Service™*, focusing on the study of science, technology, engineering, and mathematics curricular content—two science classes at **Warner Middle School (Westminster, CA)** raised green abalone in classroom tanks with the goal of releasing the abalone into the ocean to repopulate and restore vital marine habitat. The students were actively involved in lessons and investigations about abalone. Topics included: kelp forest ecosystem, abalone life cycle, sustainable seafood, the historic decline of abalone, water chemistry, abalone anatomy, and aquiculture techniques and economy within California. While these lessons took place in class, a subset of students met after school to participate in more focused care of the abalone, including collecting data and sharing it through Google Docs with other students, scientific professionals, and the California Department of Fish and Game to observe progress.

- All **Henry H. North Elementary (Lansing, MI)** students from Kindergarten through 5th grade, including those in Special Education classes, were involved in the planning and operating of a school garden to combat childhood obesity. This cross-curricular UnitedHealth HEROES project launched on MLK Day, when students made and hung posters about the project in the school hallways. Students also designed and made survey questions, and with the help of a Michigan State University student, put the survey on the web for other classes to access. Three 1st grade classes started seeds in class and nurtured them under grow lights. Reading class students watered and took care of the seedlings. All classes were involved with composting and were responsible for collecting organic waste. Lansing's Mayor, Virg Bernero, visited the school to talk to the students about the project in March. On Global Youth Service Day, students broke ground in the garden, cleaned up dead plants, and prepared the plots. Through the project, students learned the importance of healthy eating and exercise, learned to enjoy gardening activities, and applied what they learned in class about plant life cycles, animals and insects in order to grow a successful garden. In total, students grew and donated a total of 180 pounds of fresh produce to the Lansing Food Bank, and as a result, the food bank started garden sites at more schools.

What is Service-Learning?

> *Service-learning is a teaching and learning strategy integrating meaningful service with academic study and reflective practice to enrich learning, build civic engagement, and strengthen communities.*

Engaging young people in activities they find especially relevant, service-learning supports student learning, achievement, and workplace readiness, as youth work to improve communities. Authentic school-based service-learning includes links to specific academic content, standards, and/or learning outcomes. When it is implemented within a school setting, service-learning has the potential "to address each of the underlying causes of low graduation rates, while incorporating the strategies most recommended for preventing students from dropping out."[1]

Service-learning projects can involve direct action, indirect action, or advocacy:

- **Direct Service:** students respond to a community need by interacting with and impacting the service recipient or site (for example, students prepare food for people in need);

- **Indirect Service:** students build infrastructure or capacity to respond to the community need (for example, students pack food boxes at the local Food Bank);

- **Research and Advocacy Service:** students find, gather and report on information to raise awareness of a problem and/or advocate for change in the condition underlying the community need (for example, students meet with elected officials to urge support for additional food subsidy for low-income families).

What Teachers are Saying about Service-Learning:

"I have learned over the years that service-learning is a method of teaching that provides an opportunity for ALL students to achieve. For example, students who have attendance problems usually will be at school on the days that they have a service-learning project going. Students take the work that they do to a much higher level than what would be expected of them for just a grade; they do things that a teacher might never think of because the students own the project and the teacher is the guide on the side."

For Shari's lesson plan, please see:
http://tinyurl.com/7nvqgml

Shari Maksud / Westland Middle School
Corvallis, OR

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[1] Bridgeland, John M., John J. DiIulio, Jr. and Stuart C. Wulsin, *Engaged for Success: Service-Learning as a Tool for High School Dropout Prevention.* Civic Enterprises in association with Peter D. Hart Research Associates for the National Conference on Citizenship, April 2008.

What is a "*Semester of Service*™?"

Share this information with administrators, teachers, parents and community partners, to build support for your Semester of Service™ project.

YSA's *Semester of Service*™ links prominent national service events - such as Martin Luther King, Jr. Day of Service and Global Youth Service Day - through an extended service-learning framework of at least 70 hours spanning at least 12 to 14 weeks. In order to address problems of local, national, or global importance and their root causes – problems such as water scarcity, childhood obesity, environmental degradation, energy conservation, poverty, hunger and homelessness, high school dropouts, and illiteracy – young people, ages 5 through 25, spend the "semester" connecting service in response to a significant community need with intentional learning goals and/or academic standards. Throughout, the teacher supports the emergence of "youth voice" as students plan and lead the process. YSA provides *Semester of Service*™ participants with resources and support through grants, planning guides, training and technical assistance, and ongoing consultation.

YSA encourages you to launch, and culminate or celebrate the efforts of your *Semester of Service*™ on significant national "days of service". These featured days provide an opportunity to showcase student projects and the role of young people as problem solvers. For a *Semester of Service*™ that aligns with the existing school calendar, consider one of the three following cycles:

- 9/11 National Day of Service and Remembrance (September 11, 2012) to Martin Luther King, Jr. Day of Service (January 21, 2013) – or extend your activities through to Global Youth Service Day, 2013 (April 26-28, 2013);

- Martin Luther King, Jr. Day of Service (January 21, 2013) to Global Youth Service Day (April 26-28, 2013);

- Global Youth Service Day (April 26-28, 2013) through a Summer *Semester of Service*™ to the 9/11 National Day of Service and Remembrance (September 11, 2013).

There is freedom within this framework; think about recognizing other program-relevant periods as teaching moments to enhance your issues-based learning and service activities. Other dates to keep in mind include African American History Month, Women's History Month, Read Across America Day, César Chávez Day, World Health Day, Earth Day, and Malaria Day. Or, you could add in other national days of service within your *Semester of Service*™, such as National Make a Difference Day, and Family Volunteer Day. For more dates and ideas, please see the Seasons of Service Calendar on pages 65-70.

Tip:

Ask your City Council to declare a Community Day of Service relevant to the date of your project.

Why a "Semester" of Service?

YSA's *Semester of Service*™ program emphasizes the importance of duration and intensity[2] in enriching a service-learning experience. Consistent research has stressed the importance of sustained service over several weeks or months,[3] " . . . typically at least a semester of 70 hours long to have an impact on students.... Fewer hours simply do not give the students enough time to grapple with difficult issues or to have a deep enough experience to make the learning endure."

Service-learning has to take place over weeks or months for many reasons. First, if students do not participate in all phases, they do not get as much out of the experience.

Investigation, for example, helps students understand the complexity of the need, define the baseline (critical for measuring impact and efficacy later), and identify some ways to address the issue.

Planning and preparation help youth see the benefit of teaming and of some strategies and tactics over others, and the need for interdependence to reach goals.

Action is the essence of service; it engages the heart, especially when it involves direct contact with those being served. Students immediately experience the consequences of their efforts and typically begin to link the academic side of the learning with the real world.

Reflection is the adult facilitator's tool of choice to help youth process the experience and learning, acquire important skills and knowledge, and deepen their connection to the issue and to other people.

Demonstration and ***celebration*** are public events that solidify and extend the learning and allow others to see the impact of the efforts.

To achieve all this—especially to actually meet community needs—takes time.

Shelley H. Billig, "It's Their Serve"[4]

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[2] Duration and Intensity is one of eight Service-Learning Standards for Quality Practice. See page 73 for a description of these Standards.

[3] Shelley H. Billig, "Unpacking What Works in Service-Learning: Promising Research-Based Practices to Improve Student Outcomes." Excerpted" from Growing to Greatness 2007. © 2007 National Youth Leadership Council. All Rights Reserved. Subsequent research has further validated these earlier findings.

[4] Shelley H. Billig, "It's Their Serve" pg. 10, *Leadership for Student Activities*, April 2009.

Community Service, Service-Learning, and *Semester of Service*™

"**Community service** is the highest calling that any child or adolescent can answer while growing up. It establishes the young person's place in the world, gives a sense of value and efficacy beyond the immediate family, and bestows power that only comes from being an actor and not a recipient.

Through **service-learning**, such service is combined with intentional learning. Young people begin to find their authentic voice on a particular issue, giving them the integrity to take action in new ways, and asking them to consider their impact through the process of reflection.

The vast majority of times, this process of service-learning will stimulate the classic question, "what's next?" and drive them to deepen their relationship and commitment to solving the problem. In a ***Semester of Service*™**, service-learning students tackle an issue that is important to them, and do so with intensity and duration over weeks and months. The framework of national days of service adds reinforcement that the students are part of a larger, historical movement of social justice with young people around the world leading the way."

— Steve Culbertson, President and CEO, YSA

To facilitate the development of a shared vision for the *Semester of Service*™, it is important that all participants – students, teachers, administrators, community partners, and parents – share a common understanding of the language and terminology of community service, service-learning, and *Semester of Service*™.

Community Service:
Example: Young people are asked to prepare and serve a meal at a local homeless shelter.

Service-Learning:
Example: Youth research homelessness in their community and contact local homeless shelters and organizations to learn about what services they provide. They decide together on a service project, and begin to plan and prepare a meal that they will serve at a local homeless shelter. During the process, they meet social studies, mathematics, health, and language arts academic or curricular goals. Throughout the project, students reflect on their experiences. At the conclusion of the project, students write poems describing what they have learned and share the poems with the residents of the shelter. They conclude by discussing possible "next steps," ways in which they could bring added attention to the issue of homelessness.

Semester of Service™:

Example: Students research homelessness in their community and contact local homeless shelters and organizations to learn about what services they provide. They decide together on planning and implementing an ongoing service or a series of services. Intentionally using math skills, they prepare and serve a monthly meal at a local homeless shelter. They collaborate with the residents to start a board game night at the shelter. Becoming aware of additional community needs, youth solicit donations of toiletries for emergency care packets, developing their skills in persuasive writing in the process.

Throughout, students reflect on their experiences with one another, the shelter residents, and staff. At the conclusion of the project, students host a dinner for the residents of the shelter and the community-at-large to share what they have learned throughout their *Semester of Service™*. Youth recite poems and perform skits demonstrating the impact of their experience. Students invite the media and local public officials to the event, hoping to bring added visibility to their efforts as they work towards a larger goal of reducing homelessness in the community.

When students have sufficient time to develop the skills needed to implement and plan the project and to process and internalize their experiences through ongoing reflection, the service-learning project will have a significant impact on the students and the community. The *Semester of Service™* framework will enable you and your students to extend a service project into a strategic plan of action with the goal of sustainable change.

Is it Community Service, Service-Learning, or a Semester of Service™?

Community Service	Service-Learning	Semester of Service™
· usually structured as a single event or day of service · may or may not involve young people in planning · does not provide an intentional reflective element · often a gateway opportunity that can lead to a lifetime of service	· includes an investigative process to identify a meaningful service opportunity · provides intentional connections to academic learning · incorporates reflection throughout · involves young people in the planning process to encourage "youth voice"	· supports extended, ongoing meaningful service, learning and reflective activities that intensify all levels of the service-learning experience · provides enough time to nurture significant change or impact in both the student and the community

I'm actually using the work that the kids are doing with this grant to cover a lot of those Common Core standards now that we're going to be expected to follow. The kids are excited, they're writing more, they're reading articles that I probably would have had to force them to read, they're finding them on their own and bringing them in, we're having discussions outside of class about certain things. I've got kids that are just really interested in coming up with more ideas, already asking, "what can we do next year?" So I think it's very motivating for the kids. And it's hitting a lot of those standards that I already have to teach anyway. This is the vehicle to get us there!

Crystal Chapa / Grand Blanc West Middle School / Grand Blanc, MI
Sodexo Foundation School Engagement Grantee

What the Service-Learning Research Shows

The following service-learning components have been shown to influence results:

- Link service-learning experiences to content standards.
- Provide opportunities for direct contact with service recipients.
- Develop cognitively challenging reflection activities.
- Let students have a voice and choice in planning, implementation, and reflection.
- Plan service-learning activities that last at least one semester.

Shelley H. Billig, "How to Integrate the Research on Effective Teaching and Learning into Service-Learning Practice." [5]

Community Need: Inspiring Meaningful Service

Service-learning engages students most when the project issue is relevant and meaningful to them, and when the service being provided is needed by the community. The most impactful projects build upon student interests and skills, as young people explore their connection or relationship to the issue, understanding how it affects them and their community. When students address an authentic community need, they are inspired and motivated to learn and to serve.

Teaching and Learning: Meeting Academic, Curricular and Learning Goals

The most effective acquisition of academic, curricular and career-related learning happens when student learning goals are clear, and when specific skills are assessed. YSA suggests that teachers:
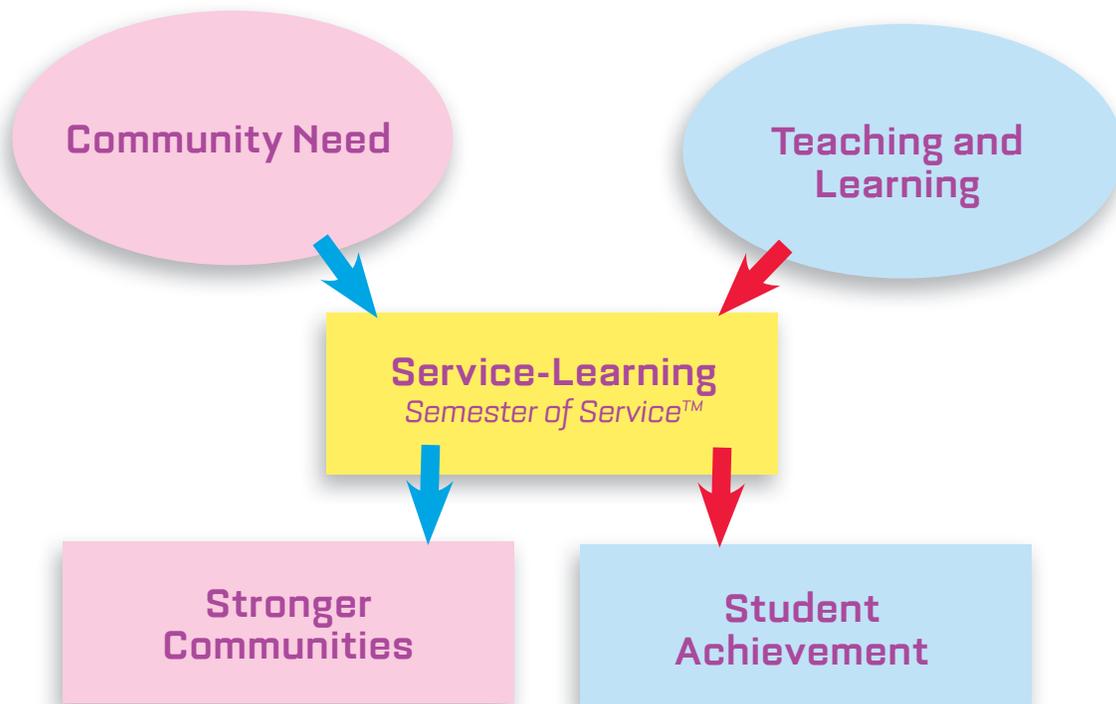
- review their academic and/or curricular learning goals;
- develop related intentional opportunities for learning throughout the *Semester of Service*™; and
- apply specific assessments to measure student learning outcomes, to determine if the service-learning program is encouraging academic achievement and application of classroom skills.

When students are engaged in activities that serve an authentic purpose, they are more likely to do their best work. Service-learning projects can provide an authentic setting for learning as they meet academic and curricular goals. If they are producing a book which they know will be read by their neighbors, parents, and friends, they are more likely to care about the quality of their writing. If their math calculations will determine how a wheelchair ramp is sloped, they are more likely to care about the results because their accuracy will determine if the ramp can be safely used. [6]

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[5] Shelley H. Billig, "Lessons from Research on Teaching and Learning: Service-Learning as Effective Instruction." *Growing to Greatness 2006*, p. 32. Reprinted with permission of the National Youth Leadership Council. Copyright © 2006 National Youth Leadership Council, St. Paul, Minn. www.nylc.org. All rights reserved.

[6] Adapted from Susan Abravanel, Keisha Edwards and Kate McPherson, *Service-Learning: Building School-Community Partnerships to Support Career-Related Learning and Extended Application Standards*. Portland, OR: 2006.

Engaging and Educating Youth to Solve Substantive Community Problems

Community Need → **Service-Learning** *Semester of Service™* → **Stronger Communities**

Teaching and Learning → **Service-Learning** *Semester of Service™* → **Student Achievement**

YSA seeks to engage and educate young people as problem solvers. Youth are encouraged to identify and research a significant community need that they care about and wish to address. At the same time, teachers and other adult project coordinators seek to connect the selected need or issue with core academic teaching and learning. Through the *Semester of Service™* process, youth become change agents, making a measurable impact on the issue they have addressed, building stronger communities, and demonstrating measurable gains in academic student achievement and workforce readiness. The graphic above illustrates this process.

What Teachers are Saying about Engagement:

I noticed a few students who had been sitting back, or not really engaged in the class, that started to participate more when we started planning the Nutrition Fair. Many students came in on their own time, outside of class, for after school or before school meetings to plan, make posters, and work with other class groups. For high school students to come in early or stay late after school, it takes a big commitment that shows their enthusiasm for the project. Overall, this project really helped make the students more responsible; they were punctual and showed up when meetings were scheduled for the planning of the nutrition fair, worked diligently, and took initiative in the classrooms to keep the younger students engaged and participating at all times.

Akins High School / Austin, TX / UnitedHealth HEROES Grantee

Youth Voice and the Educator's Role

Research also suggests that intentional design and implementation matter if students are to achieve specified learning gains through their service-learning experiences. Curriculum content as well as service-learning activities must be organized around the desired learning. . . .
A service-learning project's design must also take into account that *how* students develop and carry out a project can have as significant an impact on their developing civic participation skills as what they actually do to serve. In other words, students' civic skills grow when their service-learning activities involve decision-making, leadership, and team-work opportunities.

Shelley H. Billig, "Research Matters" [7]

Youth voice is not only an essential component of high-quality service-learning programs, but also helps to magnify positive results. Throughout service-learning, it is important to engage your students as planners. This means wherever it is feasible - in the project selection, planning, problem-solving, implementation or evaluation - solicit their input. The more students feel engaged, the more buy-in they will have, and the more successful the project will be. It is important to remember that students also have a "learning curve" with service-learning; the more they do it, the better they will be at it.

YSA suggests that you start with the student's perspective of his/her community and develop project connections that draw directly from the student's experience. You may want to use one of the activities on pages 21-25 to help you engage young people in thinking about needs, priorities, and ways that they could make a difference in their community, through their *Semester of Service*™ project.

What Teachers are Saying about Youth Voice:

The success of this project was rooted in true student ownership. Students really were the decision makers throughout this unit. They decided what problem they wanted to address and how they were going to address it. The students decided who was responsible for each stage of the project and were passionate about the project's success. This project emphasized to me the importance of building a collaborative environment in my classroom and allowing my students to make the decisions and run with them.

Stephen Brown / Lisbon Central School / Plainfield, CT

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[7] Shelley H. Billig, "Research Matters." *Talk It Up: Advocating for Service-Learning: Issue 8*, p. 2. Reprinted with permission of the National Service-Learning Partnership, http://www.service-learningpartnership.org

Quality Makes a Difference! IPARD/C

The *Semester of Service*™ program is built upon a proven service-learning and project development model designed to guide teachers and students through five processes: Investigation, Preparation and Planning, Action, Reflection, and Demonstration/Celebration. *Students* work through the five stages to transform their ideas into action. *Teachers and other adults* provide guidance, introducing curricular knowledge, applicable skills, and career and workforce readiness strategies along the way.

Investigation

Students begin by identifying and researching community needs of interest and importance to them and to their community. They first look to their own experiences, observations, and passions, expanding upon these to develop surveys, conduct interviews, seek out community partners, research books, videos and the Internet. As students identify and begin to understand a particular problem or need, they establish a baseline from which they will monitor their impact and progress. Gathering resources to address and solve the identified problem, students assess the various skills and interests that they and their peers possess, brainstorm what else they might need, and evaluate the feasibility of proposed solutions.

Teachers and other adults guide student research and serve as expert resources during this stage. Building upon student engagement with an issue, they associate and introduce related academic content and skill development to enhance student understanding and acquisition of knowledge.

Preparation and Planning

Students design and establish a plan to meet the identified community need. As a team, they come together around a common vision, determine both service and learning goals, and agree upon how they will measure their progress. They develop work plans and time lines, outline logistics, assume and assign roles and responsibilities, and prepare budgets. They leverage their impact by recruiting other students to help them, and by reaching out to media and public officials, adding visibility to the addressed need and to their response.

Teachers and other adults continue to provide expert guidance, introducing needed academic content and skills within real world applications – for example, mathematics into budget development, language arts into media outreach, STEM skills into project design and implementation, civics and government into engagement of public officials.

Action

Students implement their programs to respond to their need or issue "**ASAP**", by raising **A**wareness, performing direct or indirect **S**ervice, initiating an **A**dvocacy campaign around an issue, or through **P**hilanthropy.

Teachers and other adults support student action, introducing and assessing career and workforce awareness and readiness, and enhancing skill development in areas such as personal management, problem solving, teamwork, and communications.

Reflection

Students are engaged repeatedly in intentional reflective activities, designed to help them connect to their experiences, new knowledge, and acquired skills. "How does this all relate to me, to my community, and to my world?" they ask. "What am I doing and learning, why is it important, and what difference does it make?"

Teachers and other adults introduce structured opportunities to help students analyze and assess their actions and impact, reinforcing emerging student self-awareness and self-efficacy as an engagement strategy.

Demonstration/Celebration

Students share with peers, teachers, and the community what they have learned and what they have accomplished. They encourage others to take action, demonstrate how to replicate their actions, and introduce plans to continue or expand upon their efforts. Students celebrate the successes of both their learning and their service.

Teachers and other adults help students to develop effective demonstration activities that showcase outcomes in learning, achievement, and impact on the community. They celebrate student accomplishments, and encourage them to consider opportunities for sustainability and replication.

Tracking Your Progress Throughout Your *Semester of Service*™: WHAT AM I <u>LEARNING</u>?

Project Description: _____ Student Name: _____ Date: _____

Learning Goal(s): We are actively learning about _____

Community Need: We are addressing the following community need _____

Investigation	Preparation/Planning	Action	Reflection	Demonstration/Celebration
What we know already and what we will need to learn to meet the community need:	Our learning goals and what we will study to reach them:	How I applied new knowledge and skills:	How I changed because of what I learned:	How we showed and shared what we learned:

Tracking Your Progress Throughout Your *Semester of Service*™: HOW AM I SERVING?

Project Description: _____ Student Name: _____ Date: _____

Learning Goal(s): We are actively learning about _____

Community Need: We are addressing the following community need _____

Investigation	Preparation/Planning	Action	Reflection	Demonstration/Celebration
Evidence of the need(s) we are addressing (baseline data):	Our service goals, and how we will accomplish them:	Service(s) that we provided:	How the community changed because of what we did:	How we showed that we met the community need we identified:

Google™ Get a custom Google Docs template for this chart at www.YSA.org/resources

Use the IPARD/C model to help you identify and implement service and learning activities throughout your *Semester of Service™*:

Investigate: Identify a local, national, or global community need you would like to address.

In order to:	Identify the community that will be the focus of your *Semester of Service™*	Assess the community need	Identify possible community partners	Establish a baseline	Develop a common vision around a plan of action that responds to the community need
You could:	· Develop a list of all the communities to which you belong. · Think about your previous personal experiences with service.	· Design and administer a survey of your peers. · Take an exploratory walk around the neighborhood. · Conduct research using various media.	· Visit a nonprofit organization or agency responding to the need you identify. · Invite an expert to talk to you. · Identify possible other stakeholders in your issue.	· Collect evidence of the "before" status of the need you will address. · Discuss what you already know about your issue, and what you will need to learn.	· Inventory personal, team, and community assets. · Evaluate the feasibility of proposed solutions.

Prepare and Plan: Develop a strategy for change and a common vision for success.

In order to:	Identify the service and learning goals	Create your action plan
You could:	· Decide what impact you want to make on the community need. · Investigate your learning goals and how they connect to your service activities. · Develop a method to track progress towards meeting goals.	· Develop a timeline for your *Semester of Service™* and add it to the calendar. · Determine individual roles and responsibilities. · Plan your outreach to a diverse group of participants.

Act: Implement the service activity to make a difference.

In order to:	Document your activity	
You could:	· Take photographs to use in a "before and after" photo collage. · Record what you are doing to develop the story of your *Semester of Service™*.	· Invite the media to your activity. · Monitor your progress throughout your *Semester of Service™* and collect information on the outcomes of your project.

Reflect: Think about how your service and learning relate to you, your community, and your future.

In order to:	Reflect during and after your service and learning
You could:	· Plan a forum to discuss how things are going, and what you might want to do differently. · After your *Semester of Service™*, share in small groups how you changed the community, and how you changed yourself. · What will you do after your *Semester of Service™*?

Demonstrate/Celebrate: Showcase your results and celebrate your outcomes.

In order to:	Share what you have done and what you have learned
You could:	· Use technology to create a web scrapbook or a video to tell the story. · Submit your story or video to semester@ysa.org. · Present your learning and community impact to elected and public officials. · Join with your community partners to celebrate your success, and plan for your next *Semester of Service™*.

A *Semester of Service*™ Lesson Plan Template

Google Get a custom Google Docs template for this worksheet at www.YSA.org/resources

Use the following template to help you frame your lessons for your Semester of Service™:

Purpose and Essential Questions
- What is the purpose of this lesson for you as a teacher?
- For your students?
- For the community?

Academic and Curricular Standards
Which academic or curricular standards/benchmarks will this lesson plan incorporate and address?

Career and Workforce Readiness
- Which careers or career-related experiences will your students explore through this lesson?
- Which career and workforce skills will students learn, apply and develop through this lesson?

Resources
Which books, media, websites, will your students use during this lesson?

IPARD/C

- **Investigation:**
  How will you help students identify, research and select a community need to address?

- **Preparation and Planning:**
  How will you guide students as they plan and implement their project?

- **Action:**
  What "ASAP" (Awareness, Service, Advocacy, Philanthropy) strategy will students implement?

- **Reflection:**
  How will students reflect throughout the project?

- **Demonstration/Celebration:**
  How will students demonstrate what they have learned and what they have done in the community?

Assessment
How will student engagement, learning, and impact on the community need be assessed?

For additional service-learning examples, check out GoToServiceLearning.org, a database of best-practice service-learning lesson plans, developed by experienced service-learning teachers and their students across the United States.

Assessing the Community Need

> "I have a dream that one day this nation will rise up and live out the true meaning of its creed . . ."
>
> *Dr. Martin Luther King, Jr.*

You, Your Community and Your *Semester of Service*™

Use the following questions[8] to help you think about your relationship to your community, its needs and priorities, and how you might make a difference through a Semester of Service™ project:

☑ What would you define as "your community"?
  Is it your school, your neighborhood, your city?
  How would you describe it?

☑ How do you feel about your connection to your community?
  Connected? Unconcerned? Needed? Useful? Ignored?
  Why do you feel that way?

☑ How do you think you will know when the community values your input?
  And, how do you think you might feel?

☑ What things about your community make you sad, disappointed, frustrated or even angry?
  How might your neighborhood, school or community be a better place?

☑ What do you think that YOU could do to change this for the better?

☑ What important question or need can you address? What issue do you feel the most strongly about?

☑ What legacy might you like to leave in your school or community?

[8] Adapted from Susan Abravanel, Keisha Edwards and Kate McPherson, 2006.

Community Asset Mapping

Use either this activity or the following one ("Gathering Information About a Community Need") to help you decide what resources are in your community, and what need you will address in your Semester of Service™:

Community mapping provides a way to identify community assets[9] and needs – an important first step in identifying projects that work towards community change. Identifying the assets and needs that a community has will guide you to service-learning projects.

1) In your *Semester of Service™* project team, discuss and record the individual assets that each of you possess.
- What do you feel you can do really well that you can teach or share with your community members?
- Count the number of assets your group possesses, then find out how many assets your class as a whole possesses. Analyze the assets and think about how you can apply them to the benefit of your project.

2) As an entire class, discuss what makes the place where you live, go to school, and play into a community.
- Identify and select the community that will be the focus of your service-learning project. (For example, the community could be the school, the school plus a five block radius, or the city where you live.)
- Note what is positive and good about your community – what works well? – and talk about how that might help you respond to your issue.

3) Use one or more of the strategies below to identify:
   a. the community's assets: the skills and resources (including physical places) present in the community;
   b. the community's needs and priorities:
   - Walk around the selected community to observe and document assets and needs. Take pictures and notes to record pre-project ("before") conditions.
   - Interview community members.
   - Survey community members.
   - Read the newspaper.
   - Do research about your selected community on the Internet.

4) Using the Community Assets chart below, record the community assets that you have seen, heard about, read about or experienced. Try to think of at least 4 items for each column.

---

[9] "Community Assets" are the human, material, financial, and other resources that are already in use or available in your community.

Community Assets[10]

Selected Community:					
People & Relationships	**Economic & Business**	**Education**	**Political**	**Faith-Based or Religious**	**Formal & Informal Associations & Groups**

5) Using the Community Needs and Priorities chart below, record the needs and priorities that you have seen, heard about, read about or experienced in the first column, "The Problem." Try to think of at least 4 items for each column.

Community Needs and Priorities

Selected Community:			
The Problem	Who is affected by this problem? **Beneficiaries**	What would you like to see instead? **Your Solution***	What community and personal assets can be used to address this need? **Your Project**

6) Individually, complete columns 2 ("What would you like to see instead?") and 3 ("What community and personal assets can be used to address this need?") of the Community Needs and Priorities chart.

To learn about successful strategies that organizations are using and to get some inspiration about ways to address your community's needs, check out the list of ideas at www.GYSD.org/ideas.

7) As a class, discuss how you can work together with your community* and use your assets to help the community achieve its goals.

_____

_____

Google™   Get a custom Google Docs template for these charts at www.YSA.org/resources

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Gathering Information About a Community Need[11]

What does your community need?

Use the questions in the following four categories as guides for finding out. As a class, you might agree to explore one topic – for example, how kids get along at school, hunger and poverty, or an environmental concern. Or you might decide to learn about general needs at school or in the surrounding area.

Form small groups, with each group focusing on one of the following categories, and gather information in a different way.

Finding out about _____
(Community need you are researching)

1.Media

What media – newspapers, including school newspapers, TV stations, radio – in your community might have helpful information? List ways you can work with different media to learn about needs in your community.

_____

_____

_____

2.Interviews

Think of a person who is knowledgeable about this topic in your area – perhaps someone at school, in a local organization, or government office. Write four questions you would like to ask this person in an interview.

An interview with _____

Questions I would ask:

    1. _____

    2. _____

    3. _____

    4. _____

3. Survey

A survey can help you find out what people know or think about a topic and get ideas for helping. Who could you survey – students, family members, neighbors? How many surveys would you want to have completed? Write three survey questions.

Who to survey: _____ How many surveys: _____

Questions for the survey:

1. _____
2. _____
3. _____

4. Observation and Experience

What ways are there to gather information through your own observation and experience? Where would you go? What would you do there? How would you keep track of what you find out?

_____
_____
_____
_____

Next Steps:

Share your ideas. Make a plan for gathering information in the four ways just discussed. If you are working in small groups, each group may want to involve people in other groups. For example, everyone could help conduct the survey and collect the results.

> **What Teachers are Saying about Investigation:**
>
> Our school was examining their sustainable practices and looking for ways to improve. The Kindergarten teachers opened a discussion with their students on what this actually meant in a context that the children could understand. This lead to a discussion about what we could do in the classroom to save resources. Discussions such as this took place in all grade levels. Lower School students decided they could bring lunch in reusable containers, a "zero waste" lunch. The Kindergarteners really grasped the concept and when it became apparent that many students and parents had questions about what exactly a zero waste lunch was, they decided that they would take on the task of defining it. They wanted to reach all the students in the Lower School. With the help of their teachers, they decided to make a video "commercial" to show at an assembly.
>
> *Anne Nelson / Polytechnic School*
> *Pasadena, CA*
>
> *Full lesson plan available at http://tinyurl.com/7a744jv*

Google™ Get a custom Google Docs template for these charts at www.YSA.org/resources

Identifying Possible Community Partners

Community partners are organizations or agencies – for example, the local food bank, or parks department, or homeless shelter – that facilitate service and service-learning experiences by providing a site or focus for student service, or by serving as issue experts, connecting young people with identified community needs and priorities.

The most successful – and sustainable - service-learning experiences engage community partners early on in the process. The following suggestions were compiled over time by community partners, and may help you identify and bring partners into your Semester of Service™:

Prepare for your Meeting
· Before you reach out to the partner, do some initial research. Get to know its mission, specific goals, policies, resources, etc. (Most will have this information posted on a web site.) Brainstorm with your team how you and the potential partner could support one another.
· Community partners appreciate being included from the beginning of the planning process. A face-to-face planning meeting makes all the difference – and helps with the development of trust.
· Prepare information to share about how your school functions, your school schedule, etc. Do not assume that your community partner will already be aware of this information.

Goals and Expectations
· Be explicit and clear about your goals and expectations.
· Look to your partner as a resource for your academic goals. Because partners are so familiar with the elements of the service component, they may be able to provide you with suggested opportunities for making good academic connections.

Roles and Responsibilities
· Communicate roles clearly. Be explicit about the partnership and the process.
· Discuss opportunities for student voice and leadership.
· Note any "barriers" – such as types of work that students should not be doing.

Logistics
· Be organized about your dates –give your community partner plenty of advanced notice.
· Be clear about follow-up to meetings - who calls whom next?
· Always come through on your time commitment to the partner – arrive on time, and stay through the time allotment you discussed in advance.
· Bring the number of volunteers you promised - no more, no fewer. The partner will plan a workload dependent upon the number of anticipated volunteers and the amount of time available.

Supervision
· Clarify and confirm staffing and supervision early on. MOST organizations do not have staff dedicated to working with students; do not assume that the organization will provide staff (or volunteers) to fulfill a required adult/student ratio that your school may have.

Sustaining the Partnership
Send copies of written student reflections or "thank you's" to the organizations they partner with. Partners can use these to attract support from current and future donors, increasing their potential to provide you with future opportunities.

Building School-Community Partnerships

The successful service-learning project is a result of clear expectations and communication between school and community partner. As students or teachers reach out to community partners, it is helpful to raise the following:

Goals and Expectations
- What are the desired learning goals?
- What are the desired service goals?
- How does the proposed project meet the goals of each partner?
- What are the needs and expectations of each partner?

Roles and Responsibilities
- What resources does each partner (school and community) bring to the table? What will you provide to the organization? What will you hope that they can provide to you?
- What will each partner do?
- What are the specific student responsibilities? What additional knowledge - or training - will students need to carry out these responsibilities? How will this training be provided?
- Will the project provide opportunities for youth voice? for student leadership? How might youth voice be addressed?

Logistics
- Are there specific requirements for dress, behavior, tools? How will these be met?
- Is there site preparation involved? Who will be responsible for this?

Supervision and Liability
- Who will be supervising the project?
- What adult/student ratio will be required?
- Who assumes responsibility for recruiting - and training - additional adults, if needed?
- Will liability waivers be required? Who will provide these?

Reflection
- How will students reflect before, during and after the project?
- How will each partner participate with - or accommodate - student reflection?

Demonstration and Celebration
- How will students demonstrate what has been accomplished?
- How will each partner celebrate? Will it happen together?

Evaluation and Assessment
- How will we know when we have achieved our mission?
- How will each partner evaluate success?
- Who will be responsible for student assessment? Is there a specific role for the student? The teacher? The community partner?
- Does the project have the potential for future - or ongoing - opportunities?

Engaging Students in Reaching Out to Community Partners

Students have the opportunity to demonstrate the importance of youth voice in the following suggested process:

Introduce students to local organization or agency partners

Present students with a list of – or have them research on their own – possible community partners. Ask students to identify two or three whom they would like to know more about, and possibly work with.

What would you like to know?

Have students develop a list of questions that they would have about the partner – what would they like to know about the organization/agency - and write it up as a survey to be presented to the partner.

The following are suggested "starter" questions that students might have about agencies or organizations, as they begin the process of developing a partnership for their Semester of Service™.

- What is the purpose of the agency/organization?
- How does it contribute to the life of our community?
- What is the history of the organization – how, when, and why did it get started?
- What kind of organization is it? Nonprofit (independent sector)? For profit (private sector)? Civic (public sector)?
- Who makes the important decisions for the agency/organization?
- What public policies shape or influence its work?
- What is its vision for the future?
- How is it funded?
- What programs does it offer?
- Why did it choose to focus on those programs?
- How do volunteers participate in this organization?
- Are young people involved with the organization?
- Is it possible for students to have a role in planning or implementing programs with this organization? How would this work?
- How do you think young people could play a larger role in helping this organization?

Once students have selected the project activity, invite them to brainstorm with the organization representative what they will need to do in order to coordinate with the organization to accomplish the project. Depending on your level of confidence in the students, you may choose to have them assume responsibility for pieces of developing the relationship with the partner.

Google™ Get a custom Google Docs template for these charts at www.YSA.org/resources

Is This Project Doable?

Use this form to help you decide whether you have thought through all the questions important to ensuring a successful project outcome. If your Semester of Service™ involves more than one project, complete this form for each project.

Google™ | Get a custom Google Docs template for this worksheet at www.YSA.org/resources

Describe the project: _____
_____

• **Does this project meet a real community need?** ☐ Yes ☐ No

   How do we know? What is the need?_____
   _____

• **Will this project have a visible or obvious result in the community?** ☐ Yes ☐ No

   If yes, please describe: _____

• **Will you be able to document and track your progress throughout the project?** ☐ Yes ☐ No

• **Is this project relevant and meaningful to you?** ☐ Yes ☐ No

   How? _____

• **Can you convince friends and family to join you? Do you have compelling evidence?** ☐ Yes ☐ No

• **Can you find community partners to help you?** ☐ Yes ☐ No

   Who? _____

• **Can you get the project completed within your *Semester of Service*™?** ☐ Yes ☐ No

• **Can this project be completed without a lot of fundraising?** ☐ Yes ☐ No

   Where will those funds come from?
   _____

• **Does this project require resources other than money?** ☐ Yes ☐ No

   If so, what are those resources and where will they come from?
   _____

• **What connections are there to learning?** _____
   _____

Taking Time to Reflect . . .

*YSA recommends that student reflection activities during the **Investigation** stage address and incorporate the following questions:*

· Why is there a need for your service?

· Why is this issue important to the community?

· What is being done to prevent this issue? What could be done to prevent it?

· What is the purpose of the agency/organization with whom you have chosen to partner?

· How does it contribute to the life of your community? What is its vision for the future?

· Which aspect of the project are you most excited about?

> An individual has not started living until he can rise above the narrow confines of his individualistic concerns to the broader concerns of all humanity. "
>
> *Dr. Martin Luther King, Jr.*

During the *Semester of Service™* Preparation and Planning stage, youth will build their identified community need or priority into a service-learning project. Preparation is where their role as change-makers will begin to be shaped.

Service and Learning Goals

By using baseline data gathered during the Investigation stage, students create service goals and a method to track their progress throughout the project.

>   What are they aiming to achieve?
>   What impact do they want to make?
>   How will they know when they are successful?

After students establish clear goals, they develop an action plan to meet those goals.

After linking the service project to your curriculum, you will enhance the learning outcomes for your *Semester of Service™* by incorporating intentional learning goals. Share with students what they are expected to learn and how they will be assessed.

To help students understand that their *Semester of Service™* project is an opportunity for them to take charge of their own learning, encourage them to complete their own "Learning and Serving" chart on pages 17 and 18.

What Teachers are Saying about Service and Learning Connections:

When I think of my experience with YSA's *STEMester of Service* program, I can't help but acknowledge that it has allowed me to practice what I had always known in my teaching experience – that students need meaningful and purposeful work to achieve and to be engaged in their community and place. The program has given to my students – and to our broader community – a powerful 'need to know' to immerse them in important science related community issues.

At Lincoln Middle School, service-learning is a required part of the curriculum at each grade level in the International Baccalaureate Middle Years Program. Each year, I choose a controversial community resource or environmental issue and then deeply embed the issue into the district's integrated science program investigating Life, Earth, and Physical Sciences. I believe that the curricular connection to community issues allows students to have a compelling lens to witness the content throughout the school year. By connecting the curriculum to local issues and learning the content within the context of local issues, students can understand how the content they are learning in the classroom is useful.

This year, our students explored the possible impacts of a proposed uranium mine east of Fort Collins. As students began looking at important scientific issues in their community and were told about the end challenge or assessment, they had a authentic need to know – a real purpose for gaining new knowledge in the classroom. Engagement and passion for learning skyrocketed, and in many cases, students could relate to or had background knowledge already on one of the issues. This passion in students translated into momentum, as students wanted to know more, demanding more information from different angles.

Sarah Bayer / Lincoln IB World School / Fort Collins, CO / STEMester of Service Grantee

Linking Service to Curricular Standards/Learning Goals[12]: Some Examples

The following pages include examples of intentional learning connections – typical of the state-set academic standards in most states – for a variety of *Semester of Service*™ projects that might be selected by students. You can use service-learning to address as few or as many learning goals as you like. Experienced service-learning practitioners should consider planning cross-curricular projects with their colleagues.

Sample Service-Learning Project	Curricular Standards/Learning Goals
Gardens for Low-Income Community Members While researching root causes and effects of poverty, students learn about economics, botany and agriculture, and nutrition. They create personal gardens for the benefit of low-income community members.	**Social Science Analysis:** · Identify and analyze characteristics, causes, and consequences of an event, issue, problem, or phenomenon. **Economics:** · Know and give examples of how changes in the economy impose costs on some and benefits on others because they arbitrarily redistribute purchasing power. · Demonstrate the knowledge and skills necessary to make reasoned and responsible financial decisions as a consumer, producer, saver, and investor in a market economy. **Health Education/Promotion of Healthy Eating:** · Explain the components of a balanced diet and their importance to growth and wellness. · Demonstrate the ability to advocate for personal, family, and community health and safety.
Childhood Obesity Youth learn about the lifelong health and disease risks caused by poor eating and exercise patterns in childhood and the impact it can have on families and society. They use technology to create a website for other students advocating for healthy eating and exercise habits, and advertise the web site in flyers posted around their community.	**Social Sciences:** · Examine the various characteristics, causes, and effects of an event, issue, or problem. **Health Education/Promotion of Healthy Eating:** · Demonstrate ability to analyze influences of culture, media, technology and other factors on health. · Demonstrate the ability to advocate for personal, family, and community health and safety. **Physical Education/Fitness:** · Demonstrate ways to achieve and maintain a health-enhancing level of physical fitness. **Technology:** · Extend communication and collaboration with peers, experts, and other audiences using telecommunications. **Language Arts/Writing:** · Investigate topics of interest and importance across the subject areas, selecting appropriate media sources, using effective research processes, and demonstrating ethical use of resources and materials.

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[12] Excerpted and adapted from *Take Care of Oregon Days: 150 Service-Learning Project Ideas* (SOLV, 2008)

Sample Service-Learning Project	Curricular Standards/Learning Goals
Energy Audits Students learn about the environmental impact of energy use and explore ways in which individuals and organizations can reduce their energy consumption. They conduct an audit of their school, or senior citizens' homes in the community, to determine if there are ways to reduce energy use, and present the results of their audit to the school and community.	**Physical Science/Energy:** · Explain the principle that energy is neither conserved, neither created. **Earth & Space Science:** · Recognize that Earth materials are limited, and explore strategies for addressing this problem. **Geography:** · Distinguish between renewable resources and non-renewable resources and the global consequences of mismanagement. **Language Arts/Speaking and Listening:** · Organize oral, visual, and multimedia presentations in clear sequence, making connections and transitions among ideas and elements. **Technology:** · Access, organize and analyze information to make informed decisions, using one or more technologies. **Mathematics/Measurements:** · Understand measurable attributes of objects and the units, systems, and processes of measurement.
Biking Clinic Youth use the Internet and other resources to gather information about bike safety, investigating the physics of bike crashes and how they can be prevented. They use this information to prepare and present a bike safety clinic for local youth and community members.	**Physical Science/Force:** · Explain interactions between force and matter and relationships among force, mass, and motion. **Health Education/Promotion of Physical Activity:** · Explain the impact physical activity has on maintaining and/or improving health and wellbeing. **Health Education/Unintentional Injury Prevention:** · Explain how to prevent dangerous or risky behaviors that might lead to personal injury and how to respond to potentially unsafe situations at home, at school and in the community. **Language Arts/Speaking and Listening:** · Organize oral, visual, and multimedia presentations in clear sequence, making connections and transitions among ideas and elements.
Build a Trail Students learn why and how trails are built, and the process of securing permission to build trails on public property. Students help build, restore, add interpretive signage and/or maintain a trail in their community.	**Life Science/ Diversity & Interdependence:** · Explain and analyze the interdependence of organisms in their natural environment. · Describe and analyze the effect of species, including humans, on an ecosystem. **Civics and Government:** · Understand how laws are made and enforced at the federal, state, and local levels. **Geography:** · Understand how and why people alter the physical environment. · Understand how clearing vegetation affects the physical environment of a place and other places.

Google™ Get a custom Google Docs template for these charts at www.YSA.org/resources

Sample Project Timeline

The timing of your Semester of Service™ will depend upon a number of factors: the days of service you choose for your launch and culminating events, how much time you have to devote, and how much help you will have. The following is a suggested guide.

Google™ Get a custom Google Docs template for this worksheet at www.YSA.org/resources

Weeks 1-5: Investigation, Preparation and Planning, Reflection

- ☐ Identify your personal strengths and assets, and what you bring to the group.
- ☐ Select your "community". Reflect on what service means to you and your chosen community.
- ☐ Identify community assets, needs, and priorities; decide what issue you will address.
- ☐ Brainstorm potential solutions and select or vote on a project idea.
- ☐ Begin to collect your baseline data – what is the current state of the community need?
- ☐ Reach out to find and begin to build community partnerships to help you.
- ☐ Connect your service and learning goals.
- ☐ Draft up a list of the jobs that need to be done, the supplies and materials you will need.
- ☐ Organize into task teams (e.g. Volunteers, Media, Resources, Logistics), assign tasks.
- ☐ Plan out your media outreach strategy.
- ☐ Begin your fundraising.
- ☐ Begin recruiting your volunteers, if needed.
- ☐ Do a reflection activity, focusing on the community priority you have selected.
- ☐ Launch your *Semester of Service*™ on a national day of service.

Weeks 6-9: Action, Reflection

- ☐ Continue all Preparation and Planning, Action and Reflection activities.
- ☐ Begin publicity campaign and outreach to media contacts.
- ☐ Assess progress towards your service and learning goals.
- ☐ Document your service and learning with photos and videos.
- ☐ Begin to plan for demonstration opportunities.

Weeks 10-12: Action, Reflection, Demonstration

- ☐ Continue all Preparation and Planning, Action and Reflection activities.
- ☐ Continue publicity, media and elected officials outreach.
- ☐ Plan out demonstration opportunities and activities.
- ☐ Do a reflection activity, focusing on the process of putting together your project.

Week 13: Demonstration/Celebration, Reflection

- ☐ Complete final culminating event planning for Global Youth Service Day or other day of service.
- ☐ Confirm media.
- ☐ Document and take pictures of your project as it is happening.
- ☐ Complete and submit evaluation forms (student, teacher/coordinator, community partner, etc.).
- ☐ Complete YSA's GYSD Impact Report.
- ☐ Complete a final reflection activity focused on the outcome of the project.
- ☐ Send thank-you's to project volunteers, media, sponsors, and donors.
- ☐ Celebrate your success!
- ☐ Make plans to continue, expand or replicate your project.

Work Plan

This chart will help you organize all the tasks that are a part of your Semester of Service™. List them as you think of them, placing them into the appropriate stages of the service-learning process; then think about the order in which they need to be completed, and note that in the first column. Based on interest and skills, decide who will be responsible for completing each task, and assign a due date so everything will be ready on time!

Google Get a custom Google Docs template for this worksheet at www.YSA.org/resources

Order (1st, 2nd, etc.)	Description of Task	Who will do it?	Relationship to Project (Does this task have to wait for another task to be done first? What other tasks will depend upon this task being completed?)	Time Needed for Task (Best guess)	Due Date	✓
Investigate (Identify a local, national, or global need you would like to address.)						
Prepare and Plan (Develop a strategy for change and a common vision for success.)						
Act (Implement the service activity to make a difference.)						
Reflect (Think about how your service and learning relate to you, your community, and your future.)						
Demonstrate / Celebrate (Showcase your results and celebrate your outcomes.)						

Are We Ready to Implement our *Semester of Service*™ Project?

Use this form to help you decide whether you have thought through all the questions important to ensuring a successful project outcome. If your Semester of Service™ involves more than one project, complete this form for each project.

Google™ Get a custom Google Docs template for this worksheet at www.YSA.org/resources

- **Do you have a plan to promote your project to the community?** ☐ Yes ☐ No
- **Do you have a volunteer recruitment plan?** ☐ Yes ☐ No
- **Do you have a plan to contact the media and/or public officials?** ☐ Yes ☐ No
- **Do you have a plan to collect all the needed project supplies and equipment?** ☐ Yes ☐ No
- **Do you have a method to measure the impact of your project?** ☐ Yes ☐ No
- **Do you have clear and measurable service goals?** ☐ Yes ☐ No
- **Do you have clear and measurable learning goals?** ☐ Yes ☐ No
- **Do you have a method to track progress throughout the project?** ☐ Yes ☐ No
- **Do you have a project timeline?** ☐ Yes ☐ No
- **Do you have a specific project task?** ☐ Yes ☐ No
- **Can you find enough volunteers to complete the project?**

  How many volunteers will you need? _____

  Are volunteers with special skills needed? ☐ Yes ☐ No Skills: _____

- **Are volunteers with disabilities able to participate in your project?** ☐ Yes ☐ No

  What accommodations will you need to make? _____

- **Will you require transportation to the project site?** ☐ Yes ☐ No

  If so, how will you be transported? _____

  How will you be supervised (by whom)? _____

- **Will there be any special liability concerns?** ☐ Yes ☐ No

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Taking Time to Reflect . . .

*YSA recommends that student reflection activities during the **Preparation and Planning** stage address and incorporate the following questions:*

- *How do you think young people could play a larger role in helping your partner organizations fulfill their mission?*
- *How do you hope youth, families, and the community-at-large will benefit from this positive action?*
- *What is one way in which you expect the community you are serving with to nourish, nurture, or satisfy you?*

> "All labor that uplifts humanity has dignity and importance and should be undertaken with painstaking excellence . . . "
>
> *Dr. Martin Luther King, Jr.*

Organizing into Task Teams

One of the best ways to "get it all done" is to divide the tasks involved in your *Semester of Service*™ into the following four categories. You may choose to have four groups, each working on one of the following categories – Logistics, Working with Volunteers, Gathering Resources, and Telling the Story – or have everyone work together through all tasks. Please also consult the *GYSD Toolkit* for additional resources; see www.GYSD.org/toolkit.

1. Logistics

Contact any community organization(s) or partner(s) you are working with on your *Semester of Service*™. Make an appointment to share your project idea(s) and to find out whether it fits in with their needs.

Discuss the following information about your project:
· A thorough description of your *Semester of Service*™, including what you hope to accomplish;
· Dates and times that you would like to do your project(s);
· How many volunteers you think you will have in your project group;
· What kind of help you will need from staff at the organization;
· What the organization may be able to provide, and what you will need to provide in order to do the project (special equipment, tools, snacks, protective clothing, etc.)

Visit the selected project site(s) to know what to expect on the project day(s).
· Make arrangements for purchase (if necessary), or for delivery of special equipment, tools, snacks, etc. to the project site.
· Determine transportation needs.
· Discuss safety requirements and liability concerns.

What Teachers are Saying about the Action Stage:

 The students were organizing, planning and implementing a citywide event for five target schools with a student enrollment of more than 2,500 students. It was clear from the beginning that the students were overwhelmed with the project. The first step was to break the project down into a series of small, achievable goals with accompanying tasks that could be easily tracked and monitored. Once the students began making progress on their "to-do" lists, it became less like work and more like fun for them.

The academic and personal accomplishments of the students were outstanding. From taking the lead at meetings with the school's administrative staff to planning pre-event activities for the students, communication skills, problem solving, teamwork, and responsibility all came into play. As with any event of this nature, day-of issues arose at each school and the Service Learning Coordinator could not be in all five places at one time, leaving the student team leader to facilitate "on the spot" solutions and keep the event moving forward. Students who started out the school year reserved found their "voice" and were fully engaged participants by the GYSD event. As a whole, every volunteer gained a greater appreciation for research, planning, and increasing their knowledge of childhood obesity and its effects on today's youth.

Southside Baptist Christian School / Richmond, VA / UnitedHealth HEROES Grantee

2. Working with Volunteers

Plan for Volunteers

Decide how many volunteers, in addition to the students planning the project, you need and what each volunteer will do. Be sure to recruit only as many volunteers as you actually need.

Prepare a volunteer position description for each volunteer opportunity, including a detailed description of what the volunteer will do and any specific skills or experience wanted.

Recruit Volunteers

Contact individuals and groups that might be willing to help on the day of the project – student groups, community organizations, businesses, faith communities, and friends & families.

Promote volunteer opportunities – put up posters, post on websites, share through online social networks, submit to school and community newspapers, utilize volunteer centers and online volunteer opportunity databases, or host information and sign-up tables – and provide specific information about the volunteer opportunities (date, time, volunteers tasks, skills needed, etc).

Collect volunteer contact information (including phone numbers and e-mail addresses) and other requested information (skills, experience, interests, etc.) on a volunteer sign up form.

Before the event, send a letter or e-mail to all volunteers to confirm their participation. Include all information volunteers need to know about the volunteer experience – when and where to meet, what they should wear, and anything they should bring.

Manage Volunteers

Designate someone to greet and check in volunteers. Have a place for volunteers to sign in and get clear directions of what to do and how to get started.

If needed, plan out the day-of-event orientation presentation for volunteers. Include procedures, logistics, restroom locations, etc. Remind people to work safely and to have fun. Be sure to include a big thank you for helping, and information about the post-event celebration.

Plan to supervise volunteers – have project leaders spread out so they can interact with volunteers during the project, providing guidance, feedback, support, and encouragement.

Build time for on-site processing and reflection with volunteers.

Recognize Volunteers

Plan for a celebration event following your project. Recognize and thank volunteers – provide food, present certificates or other tokens of appreciation, or have a high profile person attend and thank volunteers.

Send thank you notes or make thank you calls to all volunteers after your project. If possible, recognize volunteers in public announcements – newsletters, websites, etc.

Engaging a Diverse Group in Service

> "I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character . . . "
>
> *Dr. Martin Luther King, Jr.*

Semester of Service™ provides an ideal opportunity to promote understanding of and experience with diversity amongst students and partnering organizations, as well as with service recipients and community issues being addressed.

Diversity is inclusive; your *Semester of Service*™ should deliberately include students from disadvantaged backgrounds, students with disabilities, and other youth not traditionally asked to serve. Effective service programs provide opportunities for ALL students to experience learning in an inclusive community and to embrace diversity through participant interaction, practice, and outcomes.

The following suggestions can help make your *Semester of Service*™ experience inclusive:

- Assess the processes, tasks, sites and personnel for potential barriers at each stage of the project (IPARD/C), and take action to remove or lessen these barriers to service.

- Design service activities that have mutual benefit for students and those being served so that students' stereotypes of others are not reinforced. For example, when working with the elderly, students can be helping elders and at the same time, gathering oral histories from them to document their lives and societal events. This way, both students and elders benefit from the interaction.[13]

- Provide intentional opportunities for students to examine and discuss stereotypes, and to become aware of the viewpoint of those being served. Developing empathy helps students learn to understand issues, others' points of view, and perhaps how they can resolve issues and conflicts without resorting to hurtful means.[14]

Diversity is one of the eight recommended *K-12 Service-Learning Standards of Quality Practice*; see pages 73 in this guide for specific indicators. For additional references, see the Diversity section in the Resources listed at the end of this *Guide*.

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[13] Shelley H. Billig, "Unpacking What Works in Service-Learning: Promising Research-Based Practices to Improve Student Outcomes," pg. 23. Excerpted from Growing to Greatness 2007. Available from the NYLC Resource Center at www.nylc.org. © 2007 National Youth Leadership Council. All Rights Reserved.

[14] Shelley H. Billig, "It's Their Serve" pg. 12, *Leadership for Student Activities*, April 2009.

3. Gathering Resources

Determine costs (if any) for materials, equipment and services you will need to complete your project. Your costs might include:

- tools or special equipment
- materials (such as paint, books for a literacy project, bags for a clothing drive, plants and mulch for a planting project, paper materials for advertising, etc.)
- transportation for a meeting with the city council
- water and snacks for volunteers
- recognition/thank-you items (t-shirts, buttons, stickers, hats)

Develop the *Semester of Service*™ budget, and record any expected income (donations, fundraising proceeds) that could offset expenses.

Seek additional funding support – other funding or in-kind donations for the project.

Keep a record of all expenses and donations and in-kind support for the project.

Recognize and thank all sponsors, donors and volunteers after the event.

> To learn more about fundraising and support, including planning charts and budgeting and fundraising tips, check out the "Gathering Resources" section of the *GYSD Toolkit* and accompanying Google Docs, available at www.GYSD.org.

Consider applying for a grant. YSA awards many service-learning grants annually; please consult www.YSA.org/grants for the latest opportunities and links to open grant programs. YSA grants are especially designed as teaching tools that guide applicants through all the components of a service-learning project. Whether it's project budgeting, involving diverse participants, or engaging public officials, YSA's grants will help you outline a successful project.

The monthly e-newsletter, *YSA Grants Alert* and the weekly e-newsletter, *National Service Briefing* provide you with the latest news and information about funding opportunities and upcoming grant deadlines. Sign up for both newsletters at www.YSA.org.

You can find grant application opportunities on these sites:

GrantStation – www.grantstation.com

GrantWrangler – www.grantwrangler.com

YouthToday – www.youthtoday.org/grants.cfm

GrantsAlert - www.grantsalert.com

GrantWatch – www.grantwatch.com

4. Telling the Story

Publicity and Media

There are so many ways to get the word out and promote service-learning experiences. How many of these can you check off?

☐ Post information about the project on your school or organization website. Write a blog about the project preparation and implementation to maintain interest.

☐ Write a media release about your project and submit it your school or local newspaper and broadcast media. For a sample template of a media release, please check out the "Spreading the Word" section of the *GYSD Toolkit*, available at www.GYSD.org.

☐ Write an op-ed piece about the issue your service-learning project is addressing and send that to your local paper.

☐ Create flyers or posters about the project and distribute throughout your school and neighborhood.

☐ Ask project partners (businesses, nonprofits, places of worship, schools) to include information about your project on their websites or in their newsletters.

☐ Create a Facebook event or fan page and ask all project participants to invite their friends to join and or become a fan. (See page 44)

☐ Invite public officials or other local celebrities and VIPs to attend your event or to post event information on their website.

☐ Once your project is complete, announce your results to all previously mentioned outlets.

☐ Connect with YSA:

1. Register your *Semester of Service*™ project on www.GYSD.org to get listed on the map.

2. Send your press release to communications@YSA.org to have your project highlighted on the GYSD media page, and upload your photos and videos to the GYSD Flickr and You Tube pages. Tag pictures using "GYSD".

> For templates and additional resources on these strategies, check out the "Spreading the Word" section of the *GYSD Toolkit*, available at www.GYSD.org.

Preparing to Speak to the Media

Speaking to the media for the first time can be intimidating – or an exciting opportunity. If you have invited or are expecting a media presence at some point during your *Semester of Service*™ experience, here are some tips to remember:

- Reporters will be most interested in asking about the issue you are addressing, and why it's important to you. Preparing for the media offers an excellent opportunity to gain public speaking practice and to demonstrate how much you have learned and know about your topic.

- BE PREPARED. Members of the media will likely ask:

    - What have you learned from your volunteer experience?

    - Why is this issue important to you?

    - How does it feel when you volunteer in your community?

How to Speak to the Media:

Serving as a spokesperson for your project is a great opening for a demonstration of leadership. Plus, being on television or seeing your name in print is pretty cool.

- Make your descriptions of the event colorful and visual.

- Have a thorough understanding of how your event was implemented.

- Know the 5 W's and H: Who, What, Where, When, Why, and How.

- Keep your comments positive. If a member of the media asks you a negative question, respond briefly and politely and then continue to explain why you are excited about your project.

- Be excited. Speak with enthusiasm about your project, your school or organization, your volunteer opportunity, and the issues you care about.

- Understand how your project is connected to YSA's *Semester of Service*™ and Global Youth Service Day.

Note for the teacher: If media will be meeting with your students, plan to have pre-signed parental release forms so that you know which students can have photos taken.

Writing a Media Release

When *writing* a media release, consider:

- **The timeliness of your story**. How does it relate to local, national, or global current events? Why would others be interested? What makes your experience unique or outstanding?

- **Where you want to place your story.** If you want your event in the newspaper or in local news, distribute PR one to three weeks in advance. If you are looking for a magazine placement, distribute your story three to six months in advance.

- **The variety of outlets for your story**, from school newspaper to local web blogs. Also think about your potential audience as that will help you determine appropriate outlets and reporters.

When *formatting* your media release:

- Write a short, clear headline expressing the release's main point.

- Include the most important information in the first paragraph.

- Answer Who, What, When, Where, Why, and How throughout the body.

- Make sure the sentences and paragraphs are short.

- Include a quote from a project coordinator or participant.

- Keep the release brief, preferably no more than two pages.

- Keep out organizational or field jargon.

- Make sure you include contact name and information at the top of the release; at the end, include a brief description of your organization.

For a media template, check out the "Spreading the Word" section of the *GYSD Toolkit*, available at www.GYSD.org/resources.

> There were several nice moments throughout the project when the media covered events. This helped us publicize the project to get support, and it also spread the word about the service-learning concept and the students' good work.
>
> *Honoring the Veterans of WWI, Creekwood MS, Kingwood, TX*

Using Social Media & Social Networking Throughout the Stages of Your *Semester of Service*™

	Investigation	Preparation and Planning	Action	Reflection	Demonstration/ Celebration
Blogs	Search for blogs posted by others or establish a Google Alert to receive blog or article links about your issue. Set up an RSS feed to receive them in your e-mail or on your desktop.	Help build interest in your program by posting regular blogs about what you're working on.	Have someone serve as the official blogger for your event. Assign an official photographer to get lots of pictures to post with your blog.	Write a blog as one form of reflection. Use the pictures from your project and create a Tumblr; a blog platform that allows you to post short texts and display photos easily.	Write a blog summarizing your project and high-lighting your results. Do a "best of" compilation of your blog posts from throughout your project.
Facebook	"Friend" or "like" leaders or organizations in your community. Browse and join causes related to the issue you want to learn more about to receive more information.	Create a private Facebook group for your planning team to facilitate communication. Create a Facebook event for your project to recruit volunteers and participants.	Post a status update to let your friends know what you are doing; share facts about the community issue you're addressing and why it is important to you.	Upload pictures to a Facebook photo album and write a description for each one, describing what you did and what you learned.	Post project pictures on Facebook, and share information about the impact of your project. Inform supporters of ways they can stay involved.
YouTube	Visit YouTube.com/edu to view videos posted on a wide variety of topics. Visit the Nonprofits & Activism page to learn about organizations and their issues youtube.com/categories?c=29	Keep a "vlog" – a video blog of your progress. Just like written blogs, these can help you generate interest in your program and serve as a record of your activities.	Record video of your projects or events to edit and post after the event. Interview partners and recipients of service to learn their perspective of your project.	Create a video as a form of reflection.	Include a call to action for others in your video, or create "how-to" videos so others can replicate your project. Show your videos at public events or meetings.
Flickr	Take pictures to help identify what issue(s) your project will address and to provide a "before" album.	Take pictures of your project site to use for planning. Make notes on the pictures about how things will need to be set up for your project.	Take lots of pictures, especially action shots. (Learn more about taking good photos in the media section.)	Compile a set of photos in an online album, or print pictures and make a collage of your project. Tag photos using GYSD.	Share your pictures, with a focus on showing before and after pictures that highlight the results of your project.
Twitter	"Follow" community leaders or organizations to learn more about the issues they care about. Search for your community or issue. Look for issue-related Twitter hashtags, - #water, #hunger.	Create a hashtag for your group or project. If you need help or support for your project, Tweet about it and ask for people to respond if they can help you.	Tweet from your project. Take pictures and share via Twitpic. Make sure to use your group or project hashtag.	Look at all the Tweets about your project and analyze what your followers learned because of your posts.	Share your blogs, videos, and photos through Twitter. Write an impact statement: for example, "I changed my community by…" and post it on Twitter.

Reaching Out to Elected and Government Officials during your *Semester of Service*™

Involving government officials in *Semester of Service*™ can provide significant civic learning experiences for young people, as they:

- Research who their government officials are, learning about the various levels of government and about the political process;

- Contact elected officials, practicing formal communications skills;

- Develop a presentation for the public official, learning about civic engagement, advocacy, and building professional relationships; and

- Learn how government can work together with individual citizens and groups to solve problems.

There are several types of government officials:

- **Elected officials:** individuals who have gone through a public election process, and have been selected by registered voters for a specific term. For example, the President of the United States is an elected official.

- **Appointed officials:** heads of local, state, and federal agencies or administrative units of government. They also serve for a specific term, but are appointed to their position by an elected official to implement policies and assist in running the government. For example, the President's Cabinet (Secretary of State, Secretary of Education, etc. are appointed officials.)

- **Professional staff officials:** individuals hired by elected or appointed officials as permanent, public service employees to implement government programs. These staff members usually continue working in their positions regardless of election outcomes.

Below are examples of public officials at the local, state, and national level:

National	State	Local (City, County, School District)

• President and First Lady of the United States
• Vice President and Second Lady of the United States
• Federal Departments & Agencies – Secretaries, Undersecretaries, Staff
• Federal Judges
• Members of Congress
  • U.S. Senators
  • U.S. Representatives
	• Governor
	• Lt. Governor
	• Secretary of State
	• Attorney General
	• State Cabinet Officers & Agency Officials (eg. Commissioner/ Secretary of Education or State Superintendent)
	• State Senators
	• State Representatives/Delegates
	• Supreme Court Justices
		• Mayor, City/County Manager
		• City Council/County Board/Township Officials
		• County Executive or City/County Clerk
		• Police Chief/County Sheriff
		• Fire Chief
		• County Attorney or Judges
		• School Superintendent
		• School Board Members
		• Agency officials/directors:
		• Departments of Housing, Natural Resources, Youth Services, Aging, etc.

Most public officials will have staff members who work for them. Get to know the staff! Cultivate an ongoing relationship with these assistants; they more accessible, have been doing the issue research, and can help bring your program to the attention of the public official.

Public officials can support your *Semester of Service™* project in many ways. Invite them to:

- *learn* about your project, by touring the project site or facility or scheduling a meeting with the staff, by inviting you and your classmates to attend a hearing;

- *participate* in your project, leading by example and becoming a project volunteer, or addressing volunteers at a kick-off rally or closing celebration;

- *schedule a meeting with you* to talk about your project and learn about ways that you can work together to address the community need;

- *visit* your school and share what they are doing to address the topic of your *Semester of Service™* project or participate in a roundtable discussion with volunteers and recipients of service about the policy issues related to your project;

- *recognize* and promote youth service, presenting certificates to project volunteers;

- *issue a proclamation* recognizing *Semester of Service™* and/or Global Youth Service Day (April 26-28, 2013) in their jurisdictions. A sample proclamation can be found in the "Engaging Public Officials" section of the GYSD Toolkit;

- *host a recognition ceremony* at City Hall or the State Capitol;

- *announce a call-to-action* for community children and youth to address community needs through participation in *Semester of Service™*;

- *raise public awareness* about your issue or project, inviting your state's Congressional delegation, legislators, mayors and local government officials, judges, and their staff to participate in or organize activities related to your *Semester of Service™* project;

- *write an op-ed* or letter to the editor of the local newspaper encouraging youth participation in *Semester of Service™*, Global Youth Service Day, and year-round service.

When approaching public officials to get involved, make a specific "ask":

- Suggest a variety of ways to get involved. Offer a few options right away, or be ready with a follow-up ask if they say no to your first request.

- Provide all the details they'll need to make a decision. Include date, time, location, expected number of people in attendance, type of audience and specific activity information.

- Make it as easy as possible for them to participate. For example, if you're asking them to speak, be ready to provide them with background information or specific points you'd like them to address.

- Follow up! Call to make sure they received your communication and increase your chances of their participation.

Taking Time to Reflect . . .

YSA recommends that student reflection activities during the **Action** *stage address and incorporate the following questions:*

- What is working well? What can be improved?

- How are you using your math, science, history, civics and government, or other academic learning skills to complete this project? How does this service experience relate to specific class material?

- How did what you have learned in class help you overcome obstacles or dilemmas encountered in the service-learning experience?

- What careers are present at the community site? What do you think might be satisfying and/or frustrating about this job? What training might you need to be prepared for jobs in this field?

- What similarities do you perceive between you and the people you are serving?

- How are you perceived by the people you are serving? How is the community responding to your project?

- Have you noticed a change in the way adults interact with you or treat you?

- How are you perceived by the people you are serving?

"We are prone to judge success by the index of our salaries or the size of our automobile rather than by the quality of our service and relationship to mankind. . . "

Dr. Martin Luther King, Jr.

Through reflection, youth become aware of what they know. Guided reflection helps youth generate connections between their service-learning experiences, the academic content, and their personal goals and offers students the time to find relevance in the service and learning activities and bridge past, present, and future knowledge.

Experience has shown that reflection is most effective when[15]:

- it is well-organized, intentional, and continuous – occurring before, during, and after the service activities;
- students are involved in designing, selecting, and leading the reflection activities;
- community partners are a part of the process;
- a variety of learning styles are addressed, meeting student needs and learning goals;
- each reflection activity has a clear objective;
- it is an integral component of the project and students have sufficient time to reflect;
- facilitators wait after asking a question to allow for silence, to enable students to process their experience internally;
- facilitators focus the discussion so the conversations are purposeful;
- it is used to dispel assumptions and stereotypes;
- questions and activities are aligned with the experiential learning cycle: What? So what? Now what?
- topics and questions are linked to project evaluation, goals, and progress monitoring;
- it is used to discuss frustrations, as well as to celebrate successes.

What Teachers are Saying about Reflection:

Students are normally required to write journals before, during, and after each service trip. They are encouraged to express their thoughts through art, poetry, and posters that are shared throughout our school and our two feeder schools. Some of the students have chosen to create interactive activities based on wetland issues for elementary students to play. Other students create and perform puppet shows or skits based on wetland issues. Many of the students volunteer to man the booths set up at the various weekend festivals we are invited to attend. Here students have the chance to show off all they have learned to a huge audience. In addition, students create digital portfolios. These include concrete connections between service and educational standards as well as chosen pictures and newspaper articles from each of the events. This year students have created some video clips and PowerPoints to reflect on our project.

Barry Guillot / Harry Hurst Middle School / Destrehan, LA

Full lesson plan:
http://tinyurl.com/7tbg5th

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[15] Materials throughout the "Reflection" section have been adapted from Susan Abravanel, Keisha Edwards and Kate McPherson, *Service-Learning: Building School-Community Partnerships to Support Career-Related Learning and Extended Application Standards.* Portland, OR: 2006.

Reflection: Before, During, and After your *Semester of Service*™

Structured reflection helps youth acknowledge the connections between their service-learning experiences, the academic content and their personal goals. Service-learning research indicates that good reflection activities are continuous, connected, guided, allow feedback and assessment, and help to clarify student values[16]. Students are given the time to think about how they relate to the community need they identify, the actions they undertake, the impact they are able to effect in the community and how they can be change agents, and the effectiveness of their service and learning activities.

YSA recommends that throughout your *Semester of Service*™, you incorporate a wide variety of reflection activities and opportunities to accommodate differential student learning styles. If students are asked to create an ongoing journal of their experience, be sure to also introduce other ways to reflect that involve art, or drama, or other formal and informal communication or presentation techniques. In this Strategy Guide, you will find suggested topics for reflection at the end of each stage of the IPARD/C model.

To help students reflect, ask questions like:

- What service activities have you done in the past?
- In what ways was this service experience effective for you?
- How did the service experience benefit the community?
- In what ways was it not valuable?
- What can you learn from that experience that might help you be more effective in future service activities?

KWL Chart

Students complete a KWL Chart showing what they know (K), and what they want to know (W). As the project progresses, they write down what they have learned (L), providing a visual reminder of what they are learning.

K—What I know	W—What I want to know	L—What I learned

Poster Presentation

Ask students to make a poster that describes the issue they are working on and gives information about the organization with whom they are going to be working.

Photo Response

Have students look at a photo of the project site. Have them write what they know about the issue, based on their current knowledge.

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[16] RMC Research Corporation. K-12 *Service-Learning Project Planning Toolkit*. Scotts Valley, CA: National Service-Learning Clearinghouse, 2006/2009. www.servicelearning.org/filemanager/download/K-12_Service-Learning_Project_Planning_Toolkit.pdf

Van/Bus Conversations and Dialogue with Site Hosts

On the way to the site, ask students to generate some questions they might have about the issue. Prepare them to find out the answers to these questions at the site (through dialogue with site host, guests, observations, etc.).

Knowledge/Assumptions Inventory

Brainstorm what students know about an issue and record on chart paper – or, ask students to write down (anonymously) stereotypes they have relating to the project. At the end of the project, revisit the students' reflections and review their stereotypes based on their experiences at the service site.

Community Mapping

Design an activity in which participants walk or drive through a particular neighborhood *or* section of town and make observations about livability, income distribution, environmental health, or other relevant concepts; have students draw a map of the types of businesses, people, graffiti, etc. they see during their "tour."

Interviews

Students and the recipients of service interview one another to learn about the impact of the service project; together, they can write and publish articles in the school and local newspapers, and in community partner newsletters.

Two Voices Exercise

Find diverse perspectives related to your service project (from the newspaper, magazine, internet, etc.) Recruit students to read two or more differing perspectives on an issue. Ask the group: Which position is most convincing to you? Why? How might these people most effectively justify their position? What further questions would you ask of these people if they were here with us? What voice(s) are missing? What points are left out in these statements?

Force Field Analysis

At the end of a community mapping activity, ask students to map out the positive and negative factors affecting livability or a related concept in a community. Where does the balance lie? What would need to change in order for livability to be realized?

Reflection on an Article

Give participants an article to read that is related to the service project. Use the article to reflect on students' service experience. (During longer projects, you may want to compile a full reading packet in advance.)

Quotes

Use quotes as part of an icebreaker by taping one-half of a quote to each person's back and asking him/her to find the matching "other half". Consider selecting quotes related to the work for a particular day to get students thinking. During a final reflection ask, "How did your experience at the service site reflect the quote by . . .?"

Academic Content and the Reflection Connection

Use the following questions to reflect on the connections between your service and learning activities, and the intentional academic or curricular content of your *Semester of Service™*:

How did you use your math, science, communication, civics and government, or other academic learning skills in planning or completing this project?

How did community applications reinforce and help you build memorable connections for what you are learning in the classroom?

What did you observe about yourself as a learner? How will you be able to use this insight to help you be a more efficient or effective learner in the future?

How does the service experience relate to specific class material?

How did you or adults at your site use writing, reading, communication, science, math, or foreign language skills?

How did the experience contradict or reinforce class material you have studied?

How did what you learned in class help you overcome obstacles or dilemmas in the service experience?

What aspects of your learning may have been due to your service?

What Students Are Saying about What they are Learning:

"This project was AMAZING!!!! I learned a whole lot about landscaping, architecture, certain types of plants that are good for the desert, and how to plan things. I know that in the future I will want to help others in service!"

Student at Campo Bello Elementary School, Phoenix, AZ
STEMester of Service Grantee

"I had a ton of fun but at the same time, I learned Math, Science, and Technology. We had to do a graph to show how and where we were going to put things. We also had to do a budget, which involved math. We had research done on the plants and which ones are poisonous. We had to search how long and how wide they will grow. On the way we learned about different jobs and what they do on their job. It made me think about what career I'm going to do in the future."

Student at Campo Bello Elementary School, Phoenix, AZ
STEMester of Service Grantee

"The garden showed me a stronger side of myself, because if a plant can make it through rough weather, so can I."

Student at Scavo High School, Des Moines, IA
Sodexo Foundation School Engagement Grantee

Student Reflections on their *Semester of Service*™

"After starting the garden I wanted to come to school more often because I felt like I was part of something. I now have something at school to look forward to."

Student at Scavo High School, Des Moines, IA
Sodexo Foundation School Engagement Grantee

"I faced so many challenges when I was doing the water summit project. I had to build models, and it made me use what I know and what I learned in school. After making these models, I learned where I can use what I know. I thought about what I can do to make the world better. I want to give hope to everyone and help them become successful. In school, I work to make my life successful. In service, I work to make other people successful. I want to make paths of hope to people who are in need. In conclusion, I was able to challenge myself from my project. Ultimately, this service project helped me to grow up."

Student at Abington Senior High School, Abington, PA
State Farm Good Neighbor Service-Learning Grantee

"I think I have grown; I can speak in front of the group now and a group of people that I did not know well or did not know at all. I think that I can now because before I would think that I can't so I didn't try. Now I know that I can. I just had to try."

Student at Linked Together, Newmarket, NH
State Farm Good Neighbor Service-Learning Grantee

"I learned to be more organized and more of a leader because of Quake Proof. I learned that dealing with the entire community is different from just helping out at school."

Student at El Monte Union High School District, El Monte, CA

"I felt like I was the expert in the room this time. I know that I made a difference in my community by teaching (community members) how to save energy and money, and I understood the science behind why it was important."

8th grade student at Lincoln IB World School, Fort Collins, CO
STEMester of Service Grantee

Taking Time to Reflect . . .

*YSA recommends that student reflection activities following the **Reflection** stage address and incorporate the following questions:*

WHAT?

- Report what happened, objectively. Without judgment or interpretation, describe in detail the facts and events of the service experience. What happened? What is the issue you addressed? What events or "critical incidents" occurred?
- How did you use your math, science, communication skills, etc.?
- What careers and/or jobs were present at your service-learning site? What skills did employees use at their jobs? What training and education would adequately prepare someone for this work?

SO WHAT?

- Describe what was learned, what difference the event made.
- Discuss your feelings, ideas, and analysis of the service-learning experience.
- How is your experience different from what you expected?
- How have you affirmed or altered your previously assumed knowledge?
- What did you learn from the community that you served?
- What are some of the pressing issues in the community?

NOW WHAT?

- Brainstorm what you will do differently in the future as a result of the experience.
- How have these experiences shaped or affirmed your future plans as a learner, citizen, or worker?
- Consider broader implications of the service experience and apply learning.
- How is this experience tied to the community?
- What information can you share with your peers?
- What more would you like to learn about this issue?
- What larger social issues come to mind?

> "The function of education is to teach one to think intensively and to think critically. Intelligence plus character – that is the goal of true education. . . "
>
> *Dr. Martin Luther King, Jr.*

Through Reflection, young people become aware of what they have learned and accomplished throughout their *Semester of Service*™ project. Through Demonstration/Celebration – the culminating stage of a service-learning project – youth articulate and share how the project experience impacted their academic and personal growth, and how it helped them address a real issue in order to build a stronger community.

Demonstration/Celebration:

- provides a means to assess acquired knowledge and skills within an authentic context;

- engages youth in the critical higher-order thinking skills of analysis, synthesis, and evaluation;

- promotes youth voice and develops youth leadership skills – youth will have the opportunity to express themselves and garner support for their project and cause; and

- enables community members to acknowledge and applaud the work that the youth have done; and how it has added value to the community.

When planning their demonstration/celebration activities and events, encourage students to explore a variety of presentation strategies (verbal, written, artistic, technology). Help them brainstorm a number of different audiences (classmates, schoolmates, school staff, family members, community leaders, community stakeholders), and to assess the potential outcome(s) of the demonstration activity for both the students and the audience.

We had 105 students show up at the TET festival booth throughout the day to promote our project and educate our community on sustainable seafood choices. Our community's TET festival is the world's largest outside of Vietnam. Though the majority of our students are Vietnamese, we had a very diverse group of students attend to staff the booth. We really worked on translations to ensure our message would reach ALL members of our community! It was epic seeing 12-14 year olds demonstrate their knowledge through their voice and actions. My colleague and I have been prepping for this event many weeks, and we feel so tired, but we both are energized by our kids and their strength and success.

Warner Middle School / Westminster, CA / STEMester of Service Grantee

Showcase your results and celebrate your outcomes:

- Create websites, videos, web scrapbooks and PowerPoints that contain before/after pictures of the community and testimonials by service recipients and then have a public showing of the products, such as a Gallery Night displaying your photos;

- Host a Grand Opening event and invite community members to learn about your community garden, restored wetland, cleared trail, beautified park, etc;

- Give a presentation about your service-learning project at a school board or town council meeting;

- Announce your results. Send a press release to local media; write an article for the school or community newspaper; put announcements in neighborhood or organizational bulletins, etc;

- Write and perform a skit or play;

- Teach another group of youth or community members what you learned from your service-learning project;

- Host a gathering to thank everyone for their contribution to the service-learning project and celebrate the successes of the project.

What Teachers are Saying about Demonstration/Celebration:

As a culmination of student learning over the semester, students organized, hosted and facilitated a Conversation Café, a community discussion where students, experts, community members, and stake-holders in the issue gather to bring awareness to the issue and discuss the issues in a civil and organized way. The topic of the event was Hydraulic Fracturing in Larimer County. The event was held at Colorado State University and had a total of 300 participants including students, community members, parents, and experts. To prepare for the event, students conducted water or soil testing in Fort Collins Watershed and at development sites, invited and heard speakers from various perspectives on the issue, and then developed position statements based on their research. At the event, each student facilitated open spirited conversation with the community participants. Diverse opinions on this issue were discussed in a civil and democratic way, and students came away with a deeper understanding of both perspectives of this issue.

Lincoln IB World School / Fort Collins, CO / STEMester of Service Grantee

To raise awareness about the global water crisis and initiate change, 33 students in the H2o for Life club at Abington Senior High School held their 2nd Annual Youth Water Summit, which was attended by 135 youth leaders from six local schools. The summit included hands on projects, workshops on specific topics, and five guest speakers from national and local water-focused organizations, many of whom also mentored the students throughout the semester. The Abington students and guest speakers taught attendees actions they could take in their local communities and supplied them with the materials to get them started. The student attendees left the summit with a passion to take action. Of the 6 six schools who were present, at least 4 continued to work on water issues. The following week, the summit was featured on the front page of the Glenside News.

Abington Senior High School / Abington, PA / State Farm Good Neighbor Grantee

Celebrate Student Volunteers

Celebrate student volunteers who have served throughout the *Semester of Service*™ through award programs offered by YSA and our partners.

President's Volunteer Service Award

YSA is a Certifying Organization for the President's Volunteer Service Award. Award winners receive an official PVSA pin, a personalized certificate, and a congratulatory letter from President Obama. To qualify for the President's Volunteer Service Award, volunteers need to submit a record of their service hours to YSA, and YSA will process the record and send the award. Volunteer service hours are not limited to those performed as part of YSA programs. Service hours can be accumulated through work on a variety of projects throughout the year. You can apply for a PVSA as an individual or as a group.

	Youth Ages 5-14	Youth Ages 15-25	Families & Groups
Bronze Award	50-74 hours	100-174 hours	200-499 hours
Silver Award	75-99 hours	175-249 hours	500-999 hours
Gold Award	100+ hours	250+ hours	1,000+ hours

Report your hours at www.presidentialserviceawards.gov.
And use Record of Service Key **KHQ-37283** to submit your hours directly to YSA.
Learn more at www.YSA.org/awards/PVSA.

Everyday Young Heroes

YSA features an Everyday Young Hero each week in the *National Service Briefing*, an e-newsletter for the youth service and service-learning fields, with a circulation of 40,000. To nominate one of your students, visit www.YSA.org/awards/hero.

Congressional Award

YSA encourages students engaged in a *Semester of Service*™ to apply for the Congressional Award, the United States Congress' award for young Americans. Non-partisan, voluntary, and non-competitive, it is open to all 14 – 23-year-olds.

There are six Award levels – Bronze, Silver, and Gold Certificates and Bronze, Silver, and Gold Medals. Each level is cumulative – time spent on one award is carried with you to the next level. Each level involves setting goals in four program areas: Volunteer Public Service, Personal Development, Physical Fitness, and Expedition/Exploration.

Learn more about the Congressional Award at www.congressionalaward.org.

After Your *Semester of Service*™: Now What?

Evaluating Your Success

· **What kind of impact did you have on your community need?** Take "after" photos if appropriate, to compare with your "before" photos – or document how your community changed because of your *Semester of Service*™ project.

· **Did you meet all stakeholder goals?** Think about all the participants who were a part of your *Semester of Service*™, and ask each to join you in evaluating your outcome.

> · Did you and your fellow students meet your planned service goals, and make a difference in your community?
>
> · Did you and your teachers meet the intended learning goals?
>
> · Did your community partner(s) meet their desired goals in joining you in the project?
>
> · Did you enjoy the process of your project, feel empowered, and motivated to do another *Semester of Service*™ addressing a different community need – or to continue this project into another phase?
>
> · What would you do differently the next time? What would you do just the same?
>
> · How do you think you might want to use the experience you gained in the future?

· **Complete the online YSA Impact Report.** Share your results with us! YSA will be looking for how your *Semester of Service*™ met our goals of **scale** (number of participants); **diversity** (and especially, how were you able to attract youth traditionally not asked to serve); **impact on youth** (how your *Semester of Service*™ changed you); and **impact on community** (how you changed your community by what you did for your *Semester of Service*™).

Recognizing Everyone Who Helped You

· **Send thank you notes to all sponsors and volunteers**. Be sure to include city or county officials, school personnel, PTA volunteers, and other school or community resources. If available, include copies of "before and after" photos or news clippings about your project.

· **Send thank you notes to your classmates** acknowledging the contributions each of you made to the project.

· **If you received a grant from YSA** to help you with your *Semester of Service*™ expenses, it is a nice idea to send "thank you" notes to the sponsor of your grant. Funders LOVE to hear from you, and to learn how their investment has helped you and your community!

· **Plan to share your evaluation with YSA**. Prepare a post-service reflection and evaluation essay and send it in to us with your photos. We will post it on our webpage and share it widely, so that others may celebrate and learn from your experiences!

Continuing your *Semester of Service*™

Think about ways of sustaining and expanding the impact of your project. How might you continue, replicate or expand, your *Semester of Service*™?

Teachers:

- How could you incorporate other "days of service" into another *Semester of Service*™? (see the Seasons of Service Calendar, pages 65-70)

- Can you continue *Semester of Service*™ into the spring, summer or fall semester?

- Are there other teachers in your school, your district, or in your community whom you could invite to join you in the next phase?

- Are there other community partners who would like to get involved? How will you continue to work with current community partners?

- Are there opportunities to share the work that you and your students did – at a district in-service event, or state or national conference? Contact YSA about presenting your experience at our Youth Service Institute, or to learn about other opportunities.

- Consider submitting your *Semester of Service*™ experience to www.GoToServiceLearning.org. The site contains easy-to-follow instructions for documenting and uploading your lesson plan.

Students:

- As part of your demonstration/celebration, invite stakeholders and others who might care about your issue – community partners, other student groups, other teachers at your school or nearby schools, adult volunteer organizations, etc. – and use your demonstration to motivate and inspire them to take action. Provide information about specific actions they can take, and ask for a commitment that you can follow up on later.

- Create a "replication guide" to share during your demonstration. Keep copies of your planning documents, and make these files available online to share with others. Plan to post your replication guide or planning document content on a wiki or share via a "how-to" website such as www.ehow.com, www.howcast.com, or www.instructables.com.

- Ask other teachers to use service-learning in the classroom. Tell them about your *Semester of Service*™ experience – what you learned and how you were impacted.

What Teachers are Saying about Continuing their Semester of Service™:

The five schools that participated in our project found a new camaraderie. The principals and physical education instructors from each school had to spend time together in an open exchange of ideas. Without exception, each principal asked that we have the event next year, and we have the 100% support of the Richmond Public School district office as well as the endorsement and support of the Richmond City Council.

Southside Baptist Christian School / Richmond, VA / UnitedHealth HEROES Grantee

"Looking back, I am proud of the seeds I planted with YSA, and how they've grown. Our two community partners have expanded their work at the Academy of Urban Planning. Chrissy's Cooking Club now works with an afterschool group (HAI), and still uses my room, at least twice a month for her cooking. Boswyck Farms donated a Greenhouse, for which they raised $15,000 on Kickstarter to outfit. And EcoStation NY is back as well. After her successes working my students last fall on the hydroponic system and greenhouse, Maggie and Lee are partnering to offer a credit bearing farming internship to a group of 15 students from the 4 schools on our campus. We start next week! I am providing teacher support, and can't wait to touch the soil."

Academy of Urban Planning / Brooklyn, NY / Sodexo Foundation School Engagement Grantee

Taking Time to Reflect . . .

YSA recommends that student reflection activities during the **Demonstration/ Celebration** *stage address and incorporate the following questions:*

- What information can you share with your peers?
- How did you become aware of this issue?
- How can more people become aware of this issue?
- What can you do with the knowledge you gained from the experience to promote change?
- How would you motivate others to become involved in service experiences? What would you say to them?

YSA encourages you to launch, and culminate or celebrate the efforts of your Semester of Service™ on significant national "days of service", providing students with added opportunities to associate their own efforts with the observances connected to these events. This section of the Semester of Service™ Strategy Guide introduces three, and provides you with a comprehensive Seasons of Service 13-month calendar of other commemorative event dates that you may wish to build into your Semester of Service™, as appropriate to your own program issue or cycle.

Making the Connection between Martin Luther King, Jr. and your *Semester of Service*™

> "Martin Luther King was interested in big results not the short-term. So, the idea of King Day being the signal for a long-term commitment by millions of students over a semester would have warmed his heart. . .Martin always asked us to do more than we were doing because the road ahead was still so long. . .The Mountain to climb was still so tall. The *Semester of Service* is just that opportunity to do more."
>
> *Former Senator Harris Wofford, Colleague and Lawyer of Dr. Martin Luther King, Jr.*

Dr. Martin Luther King, Jr. believed in the power and potential of individuals working together to pursue the common purpose of creating a more just world. He believed in developing ideas and turning them into action. He supported and worked with youth on issues that were relevant to their lives, such as school integration and voting rights.

Through a *Semester of Service*™, students have the opportunity to implement Dr. King's legacy:

- Utilizing the power of service to strengthen communities;
- Empowering individuals and believing in each person's ability to make a significant difference; and
- Building bridges of understanding by focusing on similarities amongst people and serving together.

> For more ideas on connecting your *Semester of Service*™ to MLK Day themes, please visit
> http://www.mlkday.gov/resources/servicelearning/servicelearning_fullerton.pdf.

Incorporate Martin Luther King, Jr. Day of Service into your *Semester of Service*™

Whether MLK Day is the launch, a culminating event, or a day to prepare for, act, or reflect on your project, there are many ways to honor and incorporate MLK Day into your *Semester of Service*™:

☐ Read MLK's "I Have a Dream" speech. Think about your dream for your community. How do your dreams compare to Dr. Martin Luther King's vision? Create a visual or write an essay detailing the dream you have for your community.

☐ Create a theme for your *Semester of Service*™ that focuses on MLK's values. Gather your *Semester of Service*™ team/class together and discuss the activities that you will do as a result of this theme.

☐ Interview community members (parents, teachers, neighbors) to learn more about Dr. Martin Luther King, Jr and his views on service. How did MLK impact their lives and their understanding of service?

☐ Promote MLK Day by posting fliers, posters and ads in your school and community centers. Free promotional materials are available at http://www.mlkday.gov/.

☐ Brainstorm ways to ensure that your project is accessible to a diverse group of community members and is promoted to a diverse group of community members.

☐ Raise awareness of your project and recruit volunteers by registering your project at www.serve.gov.

☐ "Everybody can be great because everybody can serve." Throughout your project, take photos of moments that exemplify this quote. Use the photos to create an online "photo album" or an exhibit at a community center.

☐ Submit a press release to your local paper about your *Semester of Service*™ activities.

☐ Participate in a service project that is connected to your project issue. Search the United We Serve database to find a volunteer opportunity in your community: http://www.serve.gov/.

☐ Ask your friends, family members, and neighbors to volunteer with you on MLK Day.

☐ Read "The Drum Major Instinct" speech: http://tinyurl.com/ybmrzt4. After reading the speech, think of someone you know who embodies MLK's definition of greatness. Write them a letter acknowledging that they are contributing to Dr. King's legacy.

☐ Honor local heroes who have overcome personal challenges or systemic injustices that are related to your project issue. Create memory books detailing their journey and present the books to the local historical society or public library.

☐ Make a pledge or commitment to continue service to your community after your *Semester of Service*™ concludes.

Highlight your *Semester of Service*™ on Global Youth Service Day (GYSD)

Each year, millions of children and youth around the world work together to make a transformative change in their communities on Global Youth Service Day (GYSD). Through partnerships with friends and family, schools and community organizations, public officials, media and corporations, young people demonstrate that, as leaders and innovators, they are drawing the world's attention to the significant difference that children and youth, ages 5-25, can make on a local, national and global level.

Whether GYSD is the launch of your *Semester of Service*™, a culminating event, or a day to prepare, act or reflect on your project, here are some of the many ways that you might celebrate GYSD:

- ☐ Ask school staff to mark GYSD on the school calendar and proclaim those days as Global Youth Service Day.
- ☐ Register your project on the GYSD Map, found at www.GYSD.org.
- ☐ Connect with youth around the world who are also working to improve their communities. Use the GYSD Map to find youth groups and projects, and then set-up Skype calls or create an e-pals writing exchange.
- ☐ Submit a press release about your project to your local paper.
- ☐ Request town or city council members to make a GYSD proclamation.
- ☐ Invite friends, family members and community members to volunteer with your project on GYSD.
- ☐ Volunteer with friends and family at an organization that supports your project's cause.
- ☐ Host a community fair to educate the community about your project, what you have learned and how others can get involved.
- ☐ Create a video about your project and share it with the community on GYSD via social media outlets, such as YouTube, Facebook and Twitter.
- ☐ Host a post-project party to celebrate project achievement and thank everyone who supported your project.

What Teachers are Saying about GYSD:

In January, two 6th and 7th grade science classes at First Creek Middle School in Tacoma, WA began their service learning journey by learning about Washington ecosystems as part of their curriculum on populations, ecosystems and diversity of life. Over the course of the semester, they extended their inquiry and research into native plants, storm water pollution and the impact of people on healthy watersheds. The sixth graders completed drawings and descriptions of the native plants and trees that students had been planting throughout the semester in the First Creek ravine. Community partners then used the student drawings to create a permanent sign that described the history of the area and the efforts currently underway to restore and maintain the First Creek Watershed.

To celebrate GYSD, the classes hosted a community event which was attended by nearly 150 community members. Students shared with the audience the ideas important to service learning, and then students and community members worked together to weed and grub blackberries and ivy and plant shrubs and trees. Students also demonstrated how to collect water samples and perform water quality testing in the First Creek Watershed. During the event, community partners presented the sign to the school and explained plans to install the sign at the top of the ravine.

Donna Chang / First Creek Middle School / Tacoma, WA / STEMester of Service Grantee

9/11 National Day of Service

A Time to Honor and Remember with a *Semester of Service*™

We are increasingly challenged to explain the significance of the events of September 11, 2001 to America's young people – most of whom have no first-hand memory of the occasion. In response to that day, people served in unprecedented numbers. Building upon that spirit of service, YSA – designated as the official youth partner of the September 11th National Day of Service and Remembrance – suggests that you consider incorporating this day into the timeline of a summer or fall *Semester of Service*™, and presents, as inspiration, the following lessons learned:

- People came together, to rebuild community.
- We became more aware of difference, and more committed to understanding diversity.
- We grew to understand anew the importance of meeting basic needs, such as food, clothing, and shelter.
- The event generated a renewed patriotism and commitment to democracy.
- We were linked to and embraced by a global community.
- People supported one another with random acts of kindness and goodwill.
- We emerged with a new fervor for and focus on a better future.
- Everyday acts of service can be heroic.
- We remember the many who answered the call to serve that day, when we encourage others to serve our communities today.
- Our community organizations helped us to survive and thrive.

For a list of suggested service-learning activities to accompany each of these lessons learned, please see *We Serve to Remember: Ten Lessons for Engaging Youth in 9/11*, at www.YSA.org/resources.

For a planning guide to a *Semester of Service*™ that would launch on 9/11 Day of Service and Remembrance, please see also, *Rebuilding Community: a 9/11 Semester of Service* at www.YSA.org/resources.

Election Day – November 6, 2012

ServiceVote is YSA's election-year campaign to engage young people, ages 5-25, in the electoral and political process. Since 2012 is a presidential election year in the United States, a fall *Semester of Service™* is a great opportunity for teachers to engage their students in a ServiceVote 2012 project.

Elections provide a unique opportunity for students to learn about and participate in our government and political process, and for students to raise public awareness about and advocate for policy change related to the issues they are working to address through their *Semester of Service™*. ServiceVote activities can be creatively incorporated into all content areas, to engage students in the electoral process.

Why ServiceVote?

- On the most recent National Assessment of Educational Progress (NAEP) Civics Assessment, more than two-thirds of all American students scored below proficient.
- Youth (18-29) voter turnout was 51% percent in 2008, an increase of 2% from 2004, but still below the 62% voter turnout of all eligible voters.
- There are over 500,000 elected officials in the United States – 98% of them are local officials. With so many also on the ballot this year, elections provide a unique opportunity to engage local officials on the issues.

How can you engage students in serving and learning this election?

Engage your students in raising public awareness and advocating for the issues they care about:

- Organize debates and town hall meetings.
- Host a Service Stop, an event where public officials participate in a service project.
- Educate voters about issues and officials' or candidates' stance on issues.
- Develop voter guides.
- Lead issue awareness campaigns.
- Become a citizen journalist or generate your own media.

Through a ServiceVote *Semester of Service™*, students can:

- Conduct voter registration drives.
- Organize Get-Out-The-Vote activities.
- Host debate watches.
- Hold mock elections.
- Serve as poll workers.
- Volunteer for campaigns.
- Vote.

Download ServiceVote 2012 resources, including lesson plans and tipsheets for students, at www.YSA.org/ServiceVote.

Dates to consider for activities:

2012 State Primary Elections
Varies by state – May through September
See calendar at: www.fvap.gov/resources/media/vaghandout1.pdf

National Political Conventions
Republican National Convention: August 27-30, 2012 in Tampa Bay, FL
Democratic National Convention: September 3-6, 2012 in Charlotte, NC

Voter Registration Deadlines
Varies by state; usually 60-90 days before General Election Day

Presidential & Vice Presidential Debates
October 3, October 11, October 16, October 22, 2012
www.debates.org

General Election Day
November 6, 2012

Inauguration Day
January 20, 2013

Additional civic engagement resources for educators include:

- **Rock the Vote's Democracy Class** – Democracy Class is a one-class-period program that uses video, a classroom discussion, and a mock election to teach young people the skills to navigate the elections process and engage as active citizens. www.democracyclass.com

- **Center for Civic Education** – The Center for Civic Education is a nonprofit, nonpartisan educational organization dedicated to promoting an enlightened and responsible citizenry committed to democratic principles, and actively engaged in the practice of democracy in the United States and other countries. Resources include curriculum and lesson plans about voting, the Constitution, 9/11, and several Presidents. www.civiced.org

- **Campaign for the Civic Mission of Schools** – Civic Learning Online provides a free, public resource for educators to identify civic learning resources they may adapt, adopt, or replicate. www.civicmissionofschools.org/site/resources/edresources

- **Campus Compact** – Campus Compact's Campus Vote initiative encourages educators at higher education institutions to educate and empower students and to facilitate the process of staying engaged throughout the election season. www.compact.org/initiatives/campus-vote-home

- **CIRCLE** – The Center for Information and Research on Civic Learning and Engagement conducts research on the civic and political engagement of young Americans and offers a wide variety of tools for educators. www.civicyouth.org/tools-for-practice

Seasons of Service Calendar:
May 2012 – June 2013

May 2012

May (month)
National Foster Care Month
www.fostercaremonth.org

May (month)
Older Americans Month
www.aoa.gov/AoARoot/Press_Room/Observances/
oam/oam.aspx

May (month)
Asian Pacific American Heritage Month
www.asianpacificheritage.gov

May (month)
Global Youth Traffic Safety Month
www.noys.org/global_youth_traffic_safety_month.
aspx

May (month)
National Preservation Month
www.preservationnation.org/take-action/preserva-
tion-month

May 1
Law Day
www.lawday.org

May 2
National Day to Prevent Teen Pregnancy
www.thenationalcampaign.org/national/default.
aspx

May 5
Join Hands Day
www.joinhandsday.org

May 6-12
Be Kind to Animals Week
www.americanhumane.org/animals

May 7
Music Monday
www.musicmakesus.ca/musicmonday

May 12
World Fair Trade Day
www.wftday.org

May 13-June 17 (Mother's Day–Father's Day)
National Family Month
www.familymonth.net

May 21
World Day of Cultural Diversity for Dialogue and
Development
www.un.org/depts/dhl/cultural_diversity

May 25
National Missing Children's Day
www.take25.org

May 31
World No Tobacco Day
www.who.int/tobacco/wntd

June 2012

June (month)
Gay and Lesbian Pride Month
www.glsen.org

June 5
World Environment Day
www.unep.org/wed

June 12
World Day Against Child Labor
www.ilo.org/ipec/Campaignandadvocacy/WDACL

June 14
World Blood Donor Day
www.who.int/worldblooddonorday

June 20
World Refugee Day
www.worldrefugeeday.us

June 21
National Summer Learning Day
www.summerlearning.org/?page=summer_learn-ing_day

July 2012

July (month)
Park and Recreation Month
www.nrpa.org/july

July 11
World Population Day
www.unfpa.org/public/world-population-day

August 2012

August 5
National Kids Day
www.kidsday.net

August 7
National Night Out
www.nationalnightout.org/nno

August 9
International Day of Worlds' Indigenous Peoples
www.un.org/en/events/indigenousday

August 12
International Youth Day
www.un.org/en/events/youthday

September 2012

September (month)
Hunger Action Month
www.hungeractionmonth.org

September (month)
Corporate Month of Service

September 8
International Literacy Day
www.un.org/Depts/dhl/literacy/index.html

September 11
National Day of Service and Remembrance
www.911day.org

September 15-October 15
National Hispanic Heritage Month
www.hispanicheritagemonth.gov

September 17
Constitution Day
www.constitutioncenter.org/ncc_progs_constitu-tion_day.aspx

September 21
International Day of Peace
www.internationaldayofpeace.org

October 2012

September 15-October 15
National Hispanic Heritage Month
www.hispanicheritagemonth.gov

October (month)
Domestic Violence Awareness Month
http://.dvam.vawnet.org

October 1
World Habitat Day
www.habitat.org/getinv/events/whd

October 2
Intergeneration Day
www.intergenerationday.org

October 10
World Mental Health Day
www.wfmh.org/ooWorldMentalHealthDay.htm

October 11
National Coming Out Day
www.hrc.org/resources/entry/national-coming-out-day

October 13
World Sight Day
www.vision2020.org

October 14-20
National Teen Driver Safety Week
www.teendriversource.org
www.ridelikeafriend.org

October 14-20
Teen Read Week
www.ala.org/teenread

October 15-19
Ally Week
www.allyweek.org

October 16
World Food Day
www.worldfooddayusa.org

October 17
International Day for the Eradication of Poverty
www.un.org/en/events/povertyday

October 18
Lights on Afterschool
www.afterschoolalliance.org/loa.cfm

October 19
National SAVE (Students Against Violence Everywhere) Day
www.nationalsave.org/main/SAVEDay.php

October 21-27
America's Safe Schools Week
www.schoolsafety.us/safe-schools-week

October 27
Make a Difference Day
www.makeadifferenceday.com

November 2012

November (month)
National American Indian and Alaska Native Heritage Month
www.ihs.gov/PublicAffairs/Heritage/Index.cfm

November (month)
National Runaway Prevention Month
www.1800runaway.org

November 10-18
National Hunger and Homelessness Awareness Week
www.nationalhomeless.org/projects/awareness/index.html

November 11
Veteran's Day
http://www.va.gov/opa/vetsday

November 11-17
American Education Week
www.nea.org/aew/index.html

November 13
World Kindness Day
www.actsofkindness.org

November 14
World Diabetes Day
www.worlddiabetesday.org

November 14-20
Youth Appreciation Week
www.optimist.org/e/member/activities3.cfm

November 15
America Recycles Day
www.americarecyclesday.org

November 17
National Family Volunteer Day
www.pointsoflight.org/events/family-volunteer-day

November 18-24
National Family Week
www.nationalfamilyweek.org

December 2012

December (month)
National Drunk and Drugged Driving
Prevention Month
www.sadd.org/national3d.htm

December 1
World AIDS Day
www.worldaidsday.org

December 3
International Day of Persons with Disabilities
www.un.org/disabilities

December 5
International Volunteer Day
www.un.org/en/events/volunteerday

December 10
Human Rights Day
www.un.org/en/events/humanrightsday

January 2013

January (month)
National Mentoring Month
www.nationalmentoringmonth.org

January 21
Martin Luther King, Jr. Day of Service
www.mlkday.gov

January 21-25
No Name Calling Week
www.nonamecallingweek.org

February 2013

February (month)
African American History Month
www.asalh.org

February (month)
National African American Read-In
www.ncte.org/action/aari

February 3
Souper Bowl of Caring
www.souperbowl.org

February 4-8
National Green Week
www.greeneducationfoundation.org/national
greenweeksub

February 11-17
National Salute Week
www.index.va.gov/search/va/index.jsp

February 11-17
Random Acts of Kindness Week
www.actsofkindness.org

February 21
International Mother Language Day
www.un.org/depts/dhl/language

February 24-March 2nd
National Eating Disorders Awareness Week
www.nationaleatingdisorders.org

March 2013

March (month)
Best Buddies Month
www.bestbuddies.org

March (month)
Youth Art Month
www.acminet.org/youth_art_month.htm

March (month)
National Nutrition Month
www.eatright.org/nnm

March 1-May 31
Great American Cleanup
www.kab.org/site/
PageServer?pagename=gaclanding

March 2
Read Across America Day
www.nea.org/grants/886.htm

March 4
World Book Day
www.worldbookday.com

March 8
International Women's Day
www.internationalwomensday.com

March 9-17
AmeriCorps Week
www.americorpsweek.gov

March 10-16
Teen Tech Week
www.teentechweek.ning.com

March 10-16
Girl Scout Week
www.girlscouts.org

March 15-17
Areyvut Make a Difference Day
www.areyvut.org

March 17
Absolutely Incredible Kid Day
www.campfireusa.org/aikd_index.aspx

March 18-24
National Wildlife Week
www.nwf.org/wildlife

March 19-23
National Youth Violence Prevention Week
www.nationalsave.org/main/YVPC.php

March 22
World Water Day
www.unwater.org/worldwaterday

April 2013

April (month)
National Child Abuse Prevention Month
www.preventchildabuse.org

April 12
National Drop Everything and Read Day
www.dropeverythingandread.com/NationalDEAR-day.html

April 14-20
National Library Week
www.ala.org/nlw

April 14-20
Week of the Young Child
www.naeyc.org/woyc

April 17-25
National Park Week
www.nps.gov/npweek

April 20
Kiwanis One Day
www.kiwanisone.org

April 21-27
National Volunteer Week
www.pointsoflight.org/signature-events-and-series

April 22
Earth Day
www.earthday.net

April 25
World Malaria Day
www.malarianomore.org
www.rollbackmalaria.org/worldmalariaday

April 26
National Day of Silence
www.dayofsilence.org

April 26-28
Global Youth Service Day
www.GYSD.org

April 28
J-Serve
www.jserve.org

May 2013

May (month)
National Foster Care Month
www.fostercaremonth.org

May (month)
Older Americans Month
www.aoa.gov/AoARoot/Press_Room/Observances/
oam/oam.aspx

May (month)
Asian Pacific American Heritage Month
www.asianpacificheritage.gov

May (month)
Global Youth Traffic Safety Month
www.noys.org/global_youth_traffic_safety_month.
aspx

May (month)
National Preservation Month
www.preservationnation.org/take-action/preserva-
tion-month

May 1
Law Day
www.lawday.org

May 1
National Day to Prevent Teen Pregnancy
www.thenationalcampaign.org/national/default.aspx

May 4
Join Hands Day
www.joinhandsday.org

May 5-11
Be Kind to Animals Week
http://www.americanhumane.org/animals/

May 6
Music Monday
www.musicmakesus.ca/musicmonday

May 11
World Fair Trade Day
www.wftday.org/

May 12-June 16 (Mother's Day-Father's Day)
National Family Month
www.familymonth.net

May 21
World Day of Cultural Diversity for Dialogue
and Development
www.un.org/depts/dhl/cultural_diversity

May 25
National Missing Children's Day
www.take25.org

May 31
World No Tobacco Day
www.who.int/tobacco/wntd

June 2013

June (month)
Gay and Lesbian Pride Month
www.glsen.org

June 5
World Environment Day
www.unep.org/wed

June 12
World Day Against Child Labor
www.ilo.org/ipec/Campaignandadvocacy/WDACL

June 14
World Blood Donor Day
www.who.int/worldblooddonorday

June 20
World Refugee Day
www.worldrefugeeday.us

June 21
National Summer Learning Day
www.summerlearning.org/?page=summer_
learning_day

Glossary of Terms Used by YSA

YSA introduces and uses a number of specific terms to identify key elements in its grant application, project development and implementation processes. The following reference guide will help you understand what each term means.

Advocacy: the act or process of supporting and speaking out on behalf of a cause or proposal. Students find, gather and report on information to raise awareness of a problem and/or advocate for change in the condition underlying the community need (for example, students meet with elected officials to urge support for additional food subsidy for low-income families).

Community Impact: the effect of the service-learning project or program on the identified community need. Community impact is assessed by comparing the state of the need when first identified and after the project is completed, noting changes in the community that can be associated with the project or program.

Community Need: a problem or issue in the identified community (school, neighborhood, or local/global community-at-large) that students plan to address through their service-learning efforts.

Community Partners: organizations, agencies, or other entities that can help connect students with identified community needs, or facilitate the service-learning experience by providing a site or focus for student service and/or other forms of support. Examples of community partners include the local food bank, parks department, homeless shelter, local businesses, and government or community advocacy groups.

Direct Service: response to a community need by interacting with and impacting the service recipient or site (for example, students prepare food for people in need).

Diversity: the result of the intentional outreach to and inclusion of youth traditionally not asked to serve or participate because of their race, ethnicity, socioeconomic status, physical or intellectual abilities, or special circumstances such as involvement in foster care, the judicial system, refugee status, etc. Diversity is best achieved through the provision of inclusive, accessible service opportunities.

Highly Visible Project Days: national days of service – such as Martin Luther King, Jr. Day of Service, and Global Youth Service Day – that bring local and national attention to the youth service movement, highlighting positive contributions by young people to their local, national, or global communities.

Indirect Service: students build infrastructure or capacity to respond to the community need (for example, students pack food boxes at the local Food Bank).

Number of People Served: community beneficiaries of the service project or program. This number does not include the students who, as volunteers or service providers, are planning, implementing, and participating in the service-learning project.

Number of Youth Volunteers: total number of youth (ages 5-25) who will volunteer with the project. This number includes both ongoing and episodic (one-time) youth volunteers.

Publicity: promoting the project, program or specific events associated with it to the community through marketing, media communications, and the engagement of public officials.

Recruitment: strategies to engage a diverse group of youth volunteers who will plan, participate in, and implement the service-learning project either on an on-going basis or as episodic (one-time) volunteers.

Reflection: planned activities that prompt deep thinking and analysis about oneself and one's relationship to society.[17] Through intentional reflection, students have the opportunity to become aware of the impact of their project or program, on their knowledge, on the identified community need, and on their role within the selected community.

Replication: the ability for the project or program to be sustained, introduced to and reproduced by others, and increased in scale.

Student Achievement: the impact of academic content introduced and/or standards met by participating students in the process of implementing the service-learning project or program. Student achievement is assessed by comparing student knowledge at the outset of the project and after the project is completed, noting the impact of new or enhanced learning.

Workforce Readiness and Life Skills: aptitudes and assets experienced through participation in the project or program that help students prepare for post-secondary education, employment and career, and life experiences. Examples of workforce readiness and life skills include teamwork, personal management, problem solving, communication, and employment or career exploration.

Youth Voice: the inclusion of young people as a meaningful part of the creation, preparation and planning for, and implementation of service (and service-learning) opportunities.[18]

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[17] National Youth Leadership Council, 2008

[18] See also, Fredericks, L., Kaplan, E., & Zeisler, J. (2001). *Integrating youth voice in service-learning. Learning In Deed Issue Paper.* Denver, CO: Education Commission of the States. http://www.ecs.org/clearinghouse/23/67/2367.pdf

K-12 Service-Learning Standards for Quality Practice[19]

The following research-based best practice standards were developed by the National Youth Leadership Council and RMC Research Corporation. Each of the eight standards below also includes a series of specific "indicators" or measurable outcomes that have been shown to enhance both the immediate experience and longer-term sustainability of service-learning. Use the standards and indicators as a way to assess and improve your service-learning practice throughout your Semester of Service™.

Meaningful Service
Service-learning actively engages participants in meaningful and personally relevant service activities.

Indicators:
1. Service-learning experiences are appropriate to participant ages and developmental abilities.
2. Service-learning addresses issues that are personally relevant to the participants.
3. Service-learning provides participants with interesting and engaging service activities.
4. Service-learning encourages participants to understand their service experiences in the context of the underlying societal issues being addressed.
5. Service-learning leads to attainable and visible outcomes that are valued by those being served.

Link to Curriculum
Service-learning is intentionally used as an instructional strategy to meet learning goals and/or content standards.

Indicators:
1. Service-learning has clearly articulated learning goals.
2. Service-learning is aligned with the academic and/or programmatic curriculum.
3. Service-learning helps participants learn how to transfer knowledge and skills from one setting to another.
4. Service-learning that takes place in schools is formally recognized in school board policies and student records.

Reflection
Service-learning incorporates multiple challenging reflection activities that are ongoing and that prompt deep thinking and analysis about oneself and one's relationship to society.

Indicators:
1. Service-learning reflection includes a variety of verbal, written, artistic, and nonverbal activities to demonstrate understanding and changes in participants' knowledge, skills, and/or attitudes.
2. Service-learning reflection occurs before, during, and after the service experience.
3. Service-learning reflection prompts participants to think deeply about complex community problems and alternative solutions.
4. Service-learning reflection encourages participants to examine their preconceptions and assumptions in order to explore and understand their roles and responsibilities as citizens.
5. Service-learning reflection encourages participants to examine a variety of social and civic issues related to their service-learning experience so that participants understand connections to public policy and civic life.

Diversity
Service-learning promotes understanding of diversity and mutual respect among all participants.

Indicators:
1. Service-learning helps participants identify and analyze different points of view to gain understanding of multiple perspectives.
2. Service-learning helps participants develop interpersonal skills in conflict resolution and group decision-making.
3. Service-learning helps participants actively seek to understand and value the diverse backgrounds and perspectives of those offering and receiving service.
4. Service-learning encourages participants to recognize and overcome stereotypes.

Youth Voice

Service-learning provides youth with a strong voice in planning, implementing, and evaluating service-learning experiences with guidance from adults.

Indicators:

1. Service-learning engages youth in generating ideas during the planning, implementation, and evaluation processes.

2. Service-learning involves youth in the decision-making process throughout the service-learning experiences.

3. Service-learning involves youth and adults in creating an environment that supports trust and open expression of ideas.

4. Service-learning promotes acquisition of knowledge and skills to enhance youth leadership and decision-making.

5. Service-learning involves youth in evaluating the quality and effectiveness of the service-learning experience.

Partnerships

Service-learning partnerships are collaborative, mutually beneficial, and address community needs.

Indicators:

1. Service-learning involves a variety of partners, including youth, educators, families, community members, community-based organizations, and/or businesses.

2. Service-learning partnerships are characterized by frequent and regular communication to keep all partners well-informed about activities and progress.

3. Service-learning partners collaborate to establish a shared vision and set common goals to address community needs.

4. Service-learning partners collaboratively develop and implement action plans to meet specified goals.

5. Service-learning partners share knowledge and understanding of school and community assets and needs, and view each other as valued resources.

Progress Monitoring

Service-learning engages participants in an ongoing process to assess the quality of implementation and progress toward meeting specified goals, and uses results for improvement and sustainability.

Indicators:

1. Service-learning participants collect evidence of progress toward meeting specific service goals and learning outcomes from multiple sources throughout the service-learning experience.

2. Service-learning participants collect evidence of the quality of service-learning implementation from multiple sources throughout the service-learning experience.

3. Service-learning participants use evidence to improve service-learning experiences.

4. Service-learning participants communicate evidence of progress toward goals and outcomes with the broader community, including policy-makers and education leaders, to deepen service-learning understanding and ensure that high quality practices are sustained.

Duration and Intensity

Service-learning has sufficient duration and intensity to address community needs and meet specified outcomes.

Indicators:

1. Service-learning experiences include the processes of investigating community needs, preparing for service, action, reflection, demonstration of learning and impacts, and celebration.

2. Service-learning is conducted during concentrated blocks of time across a period of several weeks or months.

3. Service-learning experiences provide enough time to address identified community needs and achieve learning outcomes.

Annotated *Semester of Service*™ Resource List

YSA Resources

YSA Grants
www.YSAorg/grants
>Micro-grant funding for service and service-learning initiatives, offered through various programs

Global Youth Service Day Toolkit
www.GYSD.org/toolkit
>A comprehensive guide to planning, organizing, and leading service projects for Global Youth Service Day or any service event; the toolkit's tips, resources, charts, checklists, questions, and accompanying Google Docs provide a project management framework

YSA Resources
www.YSA.org/resources
>A rich variety of free resources for youth, educators, service-learning coordinators and community-based organizations, featuring planning guides, issue modules, and tip sheets

GoToServiceLearning.org
www.gotoservicelearning.org
>An online database of best-practice service-learning lesson plans, developed by experienced service-learning teachers and their students across the United States

Lesson Plans and Activities

Change Your World in Seasons of Service: Engaging Youth in Service-Learning Throughout the Year
www.TheAssetEdge.net
>This 12-session curriculum engages youth in service-learning, helps them learn its principles, and intentionally builds their leadership skills so they can solve social problems and change their world. It's an experiential look at individual strengths, community needs, and community projects that guides youth through the service-learning cycle

Community Lessons: Promising Curriculum Practices
Julie Bartsch and contributing teachers (Massachusetts Dept. of Education, et. al., 2001).
www.doe.mass.edu/csl/comlesson.pdf
>Issue-based service-learning lesson plans for elementary – high school grade levels; each plan includes objectives, standards, procedures and assessments

Service-Learning Ideas and Curricular Examples (SLICE)
www.servicelearning.org/slice
>SLICE is an easy-to-search database full of hundreds of high-quality service-learning lesson plans, syllabi, and project ideas. Lesson plans are submitted by educators and service-learning practitioners.

Learning to Give
www.learningtogive.org
>Learning to Give offers over 1,500 individual K-12 lessons and educational resources for teachers, parents, youth workers, faith-based groups and community leaders free of charge. Individual lessons are coded to state, Common Core and philanthropy standards.

NYLC Resource Library: Project Ideas
www.nylc.org/resources/projects
>Find examples that meet your desired academic subjects, grade levels, project types, and keywords.

The Complete Guide to Service Learning: Proven, Practical Ways to Engage Students in Civic Responsibility, Academic Curriculum, & Social Action (Revised & Updated Second Edition)
by Cathryn Berger Kaye
Minneapolis: Free Spirit Publishing, 2010
>Comprehensive, creative and easy-to-use resource for understanding, developing and implementing service-learning

Reflection

A Concise Guide to Reflection
Youth Service California
www.calservenetwork.org/Concise%20Guide%20to%20Reflection.pdf
>Suggested reflection activities based on Howard Gardner's theory of multiple intelligences

Connecting Thinking and Action: Ideas for Service-Learning Reflection
RMC Research Corporation, 2003
www.servicelearning.org/filemanager/download/132/Reflection%20Guide%20Internet1.pdf
>Creative and interactive reflection activities connected to academic subjects for grades K-12

Martin Luther King, Jr. Day of Service Resources

Martin Luther King Jr. Day of Service Planning Resources
www.mlkday.gov/plan/actionguides
> Tips for planning a King Day of Service projects addressing CNCS priority issue areas.

MLK Day: A Day On, Not a Day Off in Seasons of Service: Engaging Youth in Service-Learning Throughout the Year
www.TheAssetEdge.net
> These three half-day experiences for developing a Martin Luther King Day event help youth engage in activism at three levels as they also explore the meaning of serving, equity, leadership, and justice through advocacy.

Martin Luther King, Jr. Day: A Guide for Families, Schools and Communities
Oregon Volunteers
www.oregonvolunteers.org/media/uploads/martinlutherkinglearningguide.pdf
> Contains historical information, suggestions for student activities, quotes and reflection opportunities

Institutionalization: Building Support for Service-Learning

Building Community through Service-Learning: the Role of the Community Partner
Susan Abravanel, SOLV, for the Education Commission of the States, 2003
www.ecs.org/clearinghouse/44/03/4403.pdf
> Explores the perspective of the community partner in service-learning; a "how-to" resource for building sustainable community partnerships

Learning that Lasts: How Service-Learning Can Become an Integral Part of Schools, States and Communities
Education Commission of the States
www.ecs.org/clearinghouse/40/54/4054.pdf
> Strategies to strengthen and institutionalize service-learning at the state, local and school levels

Learning that Lasts Field Guide
Education Commission of the States
www.ecs.org/clearinghouse/60/79/6079.pdf
> Companion piece to Learning that Lasts: How Service-Learning Can Become an Integral Part of Schools, States and Communities. Contains activities to guide the process of institutionalizing service-learning

Professional Development Opportunities

The Providers' Network
www.slprovidersnetwork.org
> An online network for people globally that support or deliver service-learning professional development with a resource library designed for those that support or deliver service-learning professional development or technical assistance.

National Service-Learning Conference
www.nslc.nylc.org
> The largest annual gathering of youth and practitioners involved in service-learning

Diversity

Disability Etiquette
by U.S. Department of Labor's Office of Disability Employment Policy (ODEP).
www.disability.gov/community_life/disability_etiquette
> List of resources on how to communicate with and about people with disabilities and how to use people-first language

Preparing Your Organization to Engage People with Disabilities
by City Cares, Points of Light Foundation, and YSA, through a grant from the Corporation for National and Community Service 2002
www.nationalserviceresources.org/node/17466
> Excerpt from The Effective Practices Guide to Creating Inclusive and Accessible Days of Service

Inclusion: Creating an Inclusive Environment: A Handbook for the Inclusion of People with Disabilities in National and Community Service Programs
UCP Access AmeriCorps
www.serviceandinclusion.org/handbook/inclusion.pdf
> Comprehensive guidebook that explains concept of inclusion and offers strategies for outreach, recruitment, accessibility, accommodations, volunteer management and retention and program evaluation

We Were There, Too! Young People in U.S. History
By Phillip Hoose
New York: Melanie Kroupa Books, Farrar Straus Giroux, © 2001 by Phillip Hoose
> Exploring the role that young people have played throughout U.S. History

Dropout Prevention

Engaged for Success: Service-Learning as a Tool for High School Dropout Prevention
A Report by Civic Enterprises in association with Peter D. Hart Research Associates for the National Conference on Citizenship
by John M. Bridgeland, John J. DiIulio, & Stuart C. Wulsin
www.civicenterprises.net/pdfs/service-learning.pdf
> Student perspectives on service-learning and dropout prevention strategies

On the Front Lines of Schools: Perspectives of Teachers and Principals on the High School Dropout Problem
A Report by Civic Enterprises in association with Peter D. Hart Research Associates for the AT&T Foundation and the America's Promise Alliance
by John M. Bridgeland, John J. Dilulio, Jr. and Robert Balfanz
www.civicenterprises.net/pdfs/frontlines.pdf
> Teacher and administrator perspectives on service-learning and dropout prevention strategies

The Silent Epidemic: Perspectives of High School Dropouts
A report by Civic Enterprises in association with Peter D. Hart Research Associates for the Bill & Melinda Gates Foundation
by John M.Bridgeland, John J. DiIulio, Jr. and Karen Burke Morison
www.civicenterprises.net/pdfs/thesilentepidemic3-06.pdf

Service-Learning and Dropout Prevention
by RMC Research Corporation July 2008
www.servicelearning.org/filemanager/download/two-page_fs/SL_and_Dropout_Prevention_FS_Short.pdf
> Brief overview of service-learning as a promising strategy for dropout prevention

Project Planning & Implementation

K-12 Service-Learning Project Planning Toolkit: 2009 Updated Edition
www.servicelearning.org/filemanager/download/8542_K-12_SL_Toolkit_UPDATED.pdf
RMC Research Corporation, for Learn and Serve America's National Service-Learning Clearinghouse
> Guidelines for implementing service-learning project based on the IPARD/C model; includes guidelines for on-going reflection and assessment

Service Sampler: Finding Your Place to Serve in Seasons of Service: Engaging Youth in Service-Learning Throughout the Year
www.TheAssetEdge.net
> This sampling of 11 different three-to-four hour experiences within the community provides options with thorough instructions as well as inspiration for creating service-learning experiences that best fit your youth, your organization, and your community.

Student Action Teams: Learning in the Community – A 'How To' Manual
Australian Youth Research Centre, May 2003
www.eduweb.vic.gov.au/edulibrary/public/curricman/middleyear/StudentActionTeamsManual2003.pdf
> Guide that focuses on the decisions and choices that must be considered when planning a youth-led service-learning project; includes worksheets for each stage of the planning process

A Guide to Engaging Students in Service-Learning Projects Addressing Hometown Safety
Florida Service Preparedness and Response Coalition (SPaRC), 2006
www.fsu.edu/~flserve/resources/sparcmanual/SPaRC_Manual.pdf
> Service-learning project examples, action planning and reflection activities and activities to assess knowledge

César E. Chávez Campaign: Stepping Up for Social Justice
by César E. Chávez Foundation
www.chavezfoundation.org/pdf/ChavezCampaignHStoPDF.pdf
> Service-learning curriculum organized around César Chávez's core values. Each lesson provided in the curriculum is aligned with the National Assessment of Educational Progress (NAEP) Content Knowledge Standards.

Research and Impact

It's Their Serve
by Shelley Billig
Leadership for Student Activities, April 2009 edition
www.ode.state.or.us/teachlearn/specialty/servicelearning/its-their-serve.pdf
> Explanation of the K-12 standards of quality practice and each standard's indicators, including an explanation of the IPARD/C model

Unpacking What Works in Service-Learning: Promising Research-Based Practices to Improve Student Outcomes
by Shelley Billig
www.nylc.org/sites/nylc.org/files/files/G2G2007_article2.pdf
> Explanation of the K-12 standards

The Impact of Participation in Service-Learning on High School Students' Civic Engagement
by Shelley Billig, Sue Root and Dan Jesse
www.civicyouth.org/PopUps/WorkingPapers/WP33Billig.pdf
RMC Research Corporation, Denver, CO
CIRCLE Working Paper 33, May 2005

General

National Service-Learning Clearinghouse
www.servicelearning.org
> Database of resources to support service-learning programs, practitioners, and researchers in K-12, higher education, community-based initiatives and tribal programs

National Youth Leadership Council
www.nylc.org
> NYLC has been at the center of service-learning program and policy development since 1983. It annually convenes the National Service-Learning Conference, offers adult and youth trainings, develops service-learning resources, and advocates for supportive legislation locally and nationally.

Institute for Global Education and Service-Learning
www.igesl.org
> The Institute for Global Education and Service Learning (IGESL), a non-profit training organization, creates service learning programs and initiates activity based education in collaboration with schools and organizations around the world.

National Coalition for Academic Service-Learning
www.seanetonline.org
> The National Coalition for Academic Service-Learning (NCASL) is a national member-directed network of professionals committed to advancing academic service-learning initiatives in K-12 schools and school districts nationally.

Innovations in Civic Participation
www.icicp.org
> Innovations in Civic Participation (ICP) is a non-profit organization supporting the development of innovative high-quality youth civic engagement policies and programs both in the US and around the world, including the Summer of Service Resource Center.

Earth Force
www.earthforce.org
> Earth Force engages young people as active citizens who improve the environment and their communities now and in the future. Earth Force trains and supports educators as they implement a unique six-step model for engaging young people.

About YSA (Youth Service America)

YSA (Youth Service America) improves communities by increasing the number and the diversity of young people, ages 5-25, serving in substantive roles. YSA activates, funds, trains, and recognizes youth, schools, and community organizations. The impact of YSA's work through service and service-learning is measured in student achievement, workplace readiness, and healthy communities. To learn more, visit www.YSA.org.

In addition to *Semester of Service*™, YSA Campaigns include:

Global Youth Service Day (GYSD), an annual campaign that celebrates and mobilizes the millions of children and youth who improve their communities each day of the year through service and service-learning. Established in 1988, GYSD is the largest service event in the world and is now celebrated in over 100 countries. www.GYSD.org

ServiceVote, YSA's U.S. election-year campaign to engage young people, ages 5-25, in the electoral process. ServiceVote challenges young people to learn more about our government and political system and to think critically about how they can affect the issues that they work to address through service during elections. www.YSA.org/ServiceVote

YSA Grants and Awards enhance a *Semester of Service*™:

YSA awards over $1 million in grants each year to youth, K-12 schools, and community organizations. YSA Grantees receive grants of $500 to $5,000, as well as planning support, to organize successful, high-impact projects. Learn more at www.YSA.org/grants. Read the monthly YSA Grants Alert at www.YSA.org/grants/alert.

Use YSA Award programs to celebrate and recognize your students: www.YSA.org/awards.

Download free additional YSA Resources to supplement your *Semester of Service*™:

Online Resources, including the *Global Youth Service Day Toolkit*; *First Responders: Youth Addressing Childhood Obesity Through Service-Learning*; and *No Kid Hungry Guide*. www.YSA.org/resources.

National Service Briefing (NSB), a free weekly e-newsletter for the service and service-learning field, featuring the latest information about new programs and initiatives, grant and award opportunities, stories of Everyday Young Heroes, research results, educational materials and resources, and upcoming conferences and service events. www.YSA.org/nationalservicebriefing

GoToServiceLearning.org, a database of best-practice service-learning lesson plans, developed by experienced service-learning teachers and their students. www.GoToServiceLearning.org.

Youth Service Institute, YSA's signature training event, this brings together YSA's grantees and partners for three days to be inspired, network, share best practices and great ideas, and prepare for *Semester of Service*™ and GYSD. www.YSA.org/institute.

www.YSA.org/Semester

YSA
YOUTH SERVICE AMERICA

Youth Changing the World

Like
Youth Service America on Facebook

Follow
@youthservice on Twitter

Visit YSA.org