Community Partner: Service-Learning Toolkit

Developed to assist Community-based Organizations partner with faculty and/or students to implement a service-learning experience at the collegiate level.

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Written and presented by *Pittsburgh Cares*, in partnership with *SPRING Service-learning Network*.

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Service-learning: What and Why?

WHAT IS SERVICE-LEARNING?

SERVICE. Faculty, Administration, and extra-curriculum leaders integrate service into their course, program offerings, and organizational activities annually, and have for ages. Service fraternities and civic organizations facilitate food drives, collect toys for needy children, or hold walks to benefit chosen charities. Team of volunteers clean up local highways or organize mini summer camps for the community. Faculty chose a nonprofit organization to benefit from visual design project. All of these activities are greatly beneficial to respective communities and are to be sincerely commended.

LEARNING. Learning is the basis of education. Ensuring students are taught the vital skills and foundational knowledge necessary to grow into moral, productive, and active citizens can be argued to be the primary focus and purpose of our educational systems. Learning occurs moment after moment in classrooms, hallways, on stages, in locker rooms, and during countless organizational programs around the world – each faculty or leader applying his or her own unique qualities and specialties to contribute to the overall education of each student.

SERVICE-LEARNING. Service-learning occurs when these two components are fused: structured service is integrated into organized education to provide a hands-on learning experience for the student that simultaneously benefits the community. Service-learning occurs in four steps: **Prepare, Explore, Serve, and Reflect.**

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WHERE TO START. **Anywhere.** A faculty member does not have to change his or her curriculum to incorporate service-learning. Service-learning can complement existing course material or replace a component that has grown outdated or weary. In this manner, it can reinvigorate both the faculty and the student's interest in the content and potentially cause the course to grow positively**. A service-learning project, however, MUST always fill a genuine need of a selected community partner.** The initiation of a service-learning project may originate with a discovered genuine community need, a planned learning opportunity, or a created learning opportunity built to fill a discovered need.

Service opportunities. Educate your collegiate partner of potential service-learning opportunities based on your, the community partner's, needs. For example, if it helps to meet the course learning objectives, students may support an annual fundraising event benefiting your organization, design a new website, conduct a program evaluation, collect and analyze soil samples within a creek bed currently being renovated, reorganize your organization's billing system.

Learning opportunities. Educate yourself on your collegiate partner's curricular needs and learning objectives. Discover how your organization's needs may support or complement information or skills that must be taught within a given course. Remember, learning does not only occur in the classroom. Bring the students to your site and allow them to put their learning into practice! Service-learning can be implemented *anywhere structured learning* can occur.

SERVICE-LEARNING EXAMPLES:

CHILD DEVELOPMENT

Service	Make small activity boxes for children being cared for at a local hospital.	**Service-learning**	*Study emotional, physical, and intellectual effects of small motor "play" on children ages 1 – 12 years. Discuss the impact of a lack of play during dormant time spent within a hospital. Ask your students how they might feel if they were that child. **Then**, make small activity boxes to be donated to children being cared for at a local hospital. Arrange a time for your students to deliver the boxes, or share pictures with your students of the delivery, if possible. **Reflect** together on the impact of this service and how serving made your students feel.*
Learning	Study the emotional, physical, and intellectual effects of "play" on a child. Discuss further variances and implications if that child is under severe emotional and possibly physical distress.		

ENVIRONMENTAL SCIENCE

Service	Help a local nature reserve lay mulch to prepare for the winter.	**Service-learning**	*Study the effect of erosion on the environment and practices implemented to prevent negative effects. Research a local environment in danger of erosion and how you might prevent its negative effects. **Then**, partner with a local non-profit organization, or government, to implement the practice to help prevent erosion. Visit the location later in the year to analyze and **reflect** on your impact and results.*
Learning	Study the effect of erosion on the environment and the effect of preventative practices implemented to prevent the negative effects of erosion.		

PUBLIC HEALTH

Service	Collect food items to be donated to a local homeless shelter.	**Service-learning**	*Research the deficits of food donation and hunger statistics in Pittsburgh currently. **Then**, lead a local food drive to fill the needs you discovered and deliver the needed items to the appropriate shelters and food banks. **Reflect** on your experience and discuss how citizens might take action to prevent this deficit from growing or reoccurring in the future. Complete an **action plan** report to present to the local government and food bank, suggesting realistic actions others may take to reduce future deficits and promote self-sufficiency in the effected community.*
Learning	Research the existing deficit in food donation and the hunger statistics in Pittsburgh.		

Service-learning can be used to TEACH:
- reality-based problem-solving skills
- civic engagement
- moral responsibility
- social maturity
- community/global awareness
- planning and execution skills
- teamwork
- conflict resolution
- interest in life-long learning
- lifelong commitment to service

Service-learning ALWAYS:
- ✓ Benefits both the **student learner(s)** and **the community partner**
- ✓ Focuses on satisfying **a genuine need** in the community
- ✓ Requires **reflection**
- ✓ Places students in **real-world situations** and **experiences**

Service-learning MAY:
- ✓ Involve **direct service, indirect service, or advocacy**
- ✓ Occur in the **classroom** or out in the **community**
- ✓ Involve a **rural, suburban, or inner-city** group of volunteers
- ✓ Require **funding or no funding** at all
- ✓ Take **one class period** or occur **annually for years**

Service-learning is NEVER:
- ✓ An isolated service experience
- ✓ A way to earn compensation
- ✓ A form of punishment
- ✓ Centered on the needs of the student or teacher ONLY

"SERVICE-LEARNING IS AN EDUCATIONAL METHOD, IN WHICH STUDENTS PERFORM MEANINGFUL SERVICE TO MEET COMMUNITY-IDENTIFIED NEEDS WHILE REFLECTING ON THEIR ACTIONS IN A WAY THAT ALLOWS THEM TO BETTER UNDERSTAND COURSE CONCEPTS, THE ROLE THEIR DISCIPLINE PLAYS IN SOCIETY, AND THEIR CIVIC IDENTITY."

~ BRINGLE AND HATCHER, 1995

"Service-learning is education in action." ~ Sen. John Glenn

"Service-learning…contextualizes student learning. It provides an environment in which students can acquire organizational, team, problem-solving, and other skills, attitudes, and capabilities necessary for future work and learning. … [Service-learning] promote[s] a learning approach through which students apply academic and vocational skills and knowledge to address real life/work situations, while developing the attitudes, values, and behaviors that will lead them to become informed citizens and productive workers.

~ Briscoe et al., 1996

WHY IS IT WORTH THE EFFORT? [1]

The Obvious Reasons:
- You are teaching students to be active and responsible citizens
- You are satisfying a need in the community
- You are using hands-on teaching methods to increase student interest and retention
- You are helping others

The Deeper Value:
- **Positive Impact on Academics**
- **Positive Impact on Overall Life Satisfaction**
- **Positive Impact on Self-Image**
- **Positive Impact on Leadership Ability**
- **Increased Civic Involvement and Engagement over Lifetime**
- **Increased Success through Overall Transition to Adulthood**
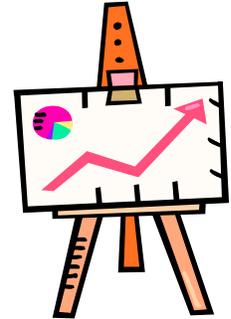
Academics

Stronger Understanding of Application, Increased Interest:
"I am understanding why school is important because when I am working on service-learning projects I see where it is applied, like writing a paper or giving a presentation. I am more inspired to continue doing school work because I see where it is coming in handy, that it has a point."

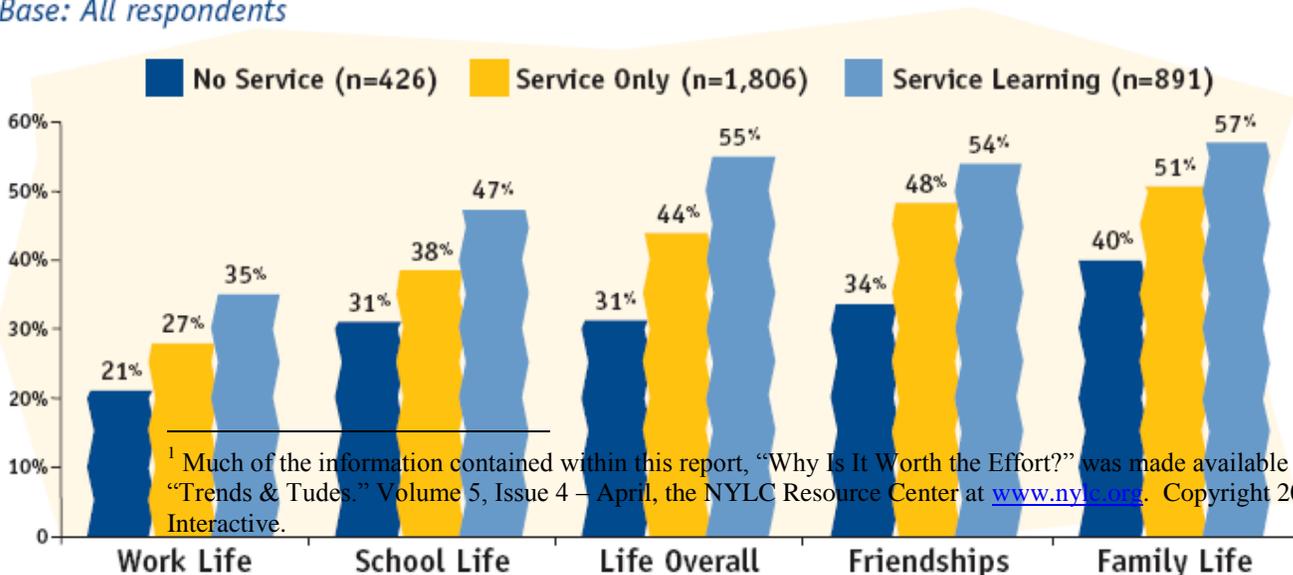> *~ Student (participated in Harris Interactive Survey)*

Stronger Interest in Higher Education, Increased Enrollment:
"Service-learning (64%) and service-only youth (63%) are most likely to be enrolled in some educational system; their no-service peers (47%) have far lower enrollment. Over half (58%) of service-learning youth hope to achieve a master's or doctorate degree."

Overall Life Satisfaction, Self-Image, Personal Goals

Are you very/extremely satisfied with your...?
Base: All respondents

	No Service (n=426)	Service Only (n=1,806)	Service Learning (n=891)
Work Life	21%	27%	35%
School Life	31%	38%	47%
Life Overall	31%	44%	55%
Friendships	34%	48%	54%
Family Life	40%	51%	57%

[1] Much of the information contained within this report, "Why Is It Worth the Effort?" was made available by "Trends & Tudes." Volume 5, Issue 4 – April, the NYLC Resource Center at www.nylc.org. Copyright 2006 Harris Interactive.

Source: "The National Survey on Service-Learning and Transitioning to Adulthood," National Youth Leadership Council, fielded online between December 2 and 15, 2005; n= 3,123 U.S. adults aged 18 to 28.

Civic Engagement, Leadership Skills, Character Development

"For younger students, this civic engagement may result in them talking openly about their community and showing concern for people in need. For older youth, this can mean sparking interest in politics, voting, and activism" (Youth Service America. *Semester of Service: Strategy Guide.*)

"Service-learning youth are most likely to report that they plan to continue such involvement within the next five years (39% somewhat/very likely), followed by service-only (25% somewhat/very likely) and no-service youth (19% somewhat/very likely)."

How extremely/very important are the following to you personally?
Base: All Respondents

	No Service (n=426)	Service Learning (n=891)	Service Only (n=1,806)
Treating others with respect	58%	70%	73%
Being ethical and honorable in all that I do	50%	65%	68%
Regularly learning and studying new things, even after I finish school	40%	61%	57%
Voting in elections	32%	57%	51%
Developing a meaningful philosophy of life	34%	50%	47%
Keeping informed on current events	34%	48%	44%
Being very well-off financially	42%	43%	42%
Keeping physically fit	35%	43%	39%
Becoming an authority in my field	26%	41%	35%
Working or socializing with people from different backgrounds from my own	26%	39%	33%
Attending church or religious services regularly	12%	31%	27%
Giving financial support to a charitable organization	9%	28%	27%
Participating in service activities or volunteer work	7%	28%	21%
Being a community leader	9%	20%	16%
Being willing to fight for my country	14%	20%	16%

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The Service-learning Partnership

A successful service-learning partnership meets the needs of both partners: the collegiate partner and the community partner. As you proceed into this relationship, work to design an experience that meets your partner's needs and your own.

The <u>Collegiate Partner</u> Must Consider:

- ✓ How will this service-learning experience strengthen our course and help us to reach our learning objectives?
- ✓ Will the collegiate partner's department, school, or overall institution support this? Will this be approved by my curriculum committee?
- ✓ Does our campus have a service-learning office or volunteer office that can support the implementation of this experience? Is there an outside source that may support this?
- ✓ When and how often will the faculty meet with the community partner to plan this experience or evaluate this experience if it is ongoing?
- ✓ What type of transportation will be necessary? Can the community partner help to arrange this?
- ✓ Will we need to provide any necessary funding or resources to implement any components of this experience or to ensure this experience meets the needs of our course? Will the community partner provide any of this?
- ✓ How will we assess this experience within the structure of our coursework?

The <u>Community Partner</u> Must Consider:

- ✓ Does this service-learning project directly support our mission?
- ✓ Do we have a well-defined project for the students to complete at this time that is in line with their learning objectives, skill-set(s), and interest(s)?
- ✓ Do we have a staff person(s) available to serve as the contact person for our collegiate partner to facilitate this project throughout its duration, including preparation, service, and reflection?
- ✓ To what extent will our staff and organization be involved in the development and implementation of this project (i.e. how many staff or staff hours will we need to dedicate to this project)? Can we accommodate this class size or number of volunteers over the determined period of time?
- ✓ Will this project require additional resources? Do we have access to these resources or can our collegiate partner or an outside source provide them?
- ✓ Is this project or the impact of this project sustainable after this class/project is over? If not, will that be detrimental to our clients or mission?

Remember to consider <u>both sides</u> to develop a successful service-learning partnership.

Examples of Successful Partnership Models:

1. Students <u>serve within the existing structure</u> of the community partner.
   > *Example: Child development psychology students mentor youth through a existing mentoring program.*

2. Students work with a community partner to <u>design a specific service project</u> related to the course concepts and skills.
   > *Example: Students in a documentary videography course produce a 10 minute promotional video for a local arts agency.*

3. Students in one course <u>serve with a variety of partners</u>.
   > *Example: Pharmacy student teams give presentations on drug abuse to local high schools.*
   > *Example: Students in a writing course create the text for various documents for nonprofit organizations.*

4. Students <u>conduct research and produce reports</u> for community partner(s).
   > *Example: Business students conduct a marketing analysis and present strategies to the community partner.*

Roles and Responsibilities
of the Community Partner

Before the Project:

1. Consider the risk of having students work onsite and implement procedures to manage that risk
2. Make sure all supplies to complete the project are available.
3. Notify staff that the project is taking place at your agency.
4. Send specific information to the volunteers if necessary (changes to the project, parking information, supply needs, etc.)
5. **Provide a sign-in sheet for the volunteers each time they serve your organization to provide a record of their service for both your organization and the volunteers.**

During the Project:

1. Have all students sign-in.
2. Provide a brief orientation including your agency's mission, programs, needs, and relevant policies and procedures. (best practices include a video or client testimonials)
3. Give the volunteers a tour of your entire facility, so they may learn about the overall work you do (outside of the segment of your organization they will interact with during their service).
4. Explain the day's project(s) and any logistical issues (where to get water, location of restrooms, where to go if someone is injured, etc.)
5. Make sure to keep students fully engaged throughout the duration of their service-learning time.

In between Service Experiences:

1. Reflect on each experience.
2. Ask the students and faculty/leader for feedback on each experience – what went well, what might be improved?
3. Keep the lines of communication open. Email the faculty leader following each service experience and a week (varies) prior to the next one to encourage communication between your organization and their class.
4. If a long period of time exists in between service experiences, visit the students' class to discuss these topics in person.

After each Service Experience and at the Completion of the Service-learning Experience:

1. Thank the students.
2. Explain the specific IMPACT the students made by doing the project.
3. Discuss whether or not the volunteers are interested in volunteering or otherwise supporting your organization again in the future.
4. Discuss future interactions, if appropriate and in alignment with a continued service-learning project experience. Is there anything you or the volunteers would change about this experience prior to the next time you are scheduled to serve together? Is there anything the volunteers can prepare or bring with them when they serve next time?
5. Give the volunteer leader a copy of the sign-in sheet for his/her records.
6. If possible, share any pictures you may have taken during the project with the volunteer leader following each service experience.

Best Practices in Managing Service-Learners

- Educate your service-learners. Share pamphlets, brochures, videos, clientele testimonials, and your own personal experiences with the students, so they understand your mission and their purpose.

- Be sure to notify the staff at your agency when students are coming to your site so that everyone is greeted with respect and enthusiasm, allowing for the students to encounter a welcoming first impression.

- Some colleges request that their students provide evidence of their time at the agency. Consider providing a sign-in sheet.

- Greet the students and provide a name tag for each student.

- Provide a brief orientation to your agency including the agency mission, programs, needs and impact.

- Introduce key staff members assisting with the service-learning project.

- Clearly identify the goals for the service-leraning project

- Review host site logistics (i.e. location of restrooms, smoking areas, refreshment area with water, rules and policies of host site).

- Provide clear instructions related to supplies, duties, and work areas.

- Have staff members available to guide service-learners through tasks.

- Gather students at the end of the project to recognize their impact, and reflect on the project.

- Thank all students for their time and support of your agency!

- Provide faculty partners with feedback on student participation and the outcome of the project.

The Basics:
Integrating Service-learning into Curriculum

The following pages describe how to plan and complete a successful service-learning experience for students of all ages, referencing college-aged specifically. Please take a minute to review this section to better understand the requirements and expectations an educator may face in integrating service-learning into a given curriculum. Best practices and important questions to consider are included in each of the four steps, as well as advice for successful incorporation of service-learning in any curriculum.

** Always remember – there are many different ways to coordinate a service-learning experience. This document outlines basics steps and suggestions in correlation with each step. Your collegiate partner may have different expectations or requirements in addition or other than those listed here.

To build a successful partnership, become educated on your collegiate partner's expectations and requirements and become a part of this process as much as they wish you to be or as much as you are able to be.

1. *Prepare*

2. *Explore*

3. *Serve*

4. *Reflect*

Prepare

Thought without practice is empty, practice without thought is blind.

~ Kwame Nkrumah

Definition: **Preparation begins with the faculty member or leader, prior to introducing the service-learning project to the students or the community partner, and continues throughout the duration of the project as the experience unfolds.**

1. **Consider essential questions and important decisions <u>before</u>** incorporating a service-learning project into your curriculum.

2. **Prepare for and adapt to the experience as it occurs**, as you, your students, and your community partner discover new possibilities and options.

3. Decide **where you are willing to be flexible** in your plans and **where you are not or cannot**.

Key Components of Preparation:

1. *The Backward Design* – **Do this first. What are your goals?** What knowledge or skills do the students need to gain? Which standards do they need to meet? How will a service-learning experience support, replace, or complement these objectives? **How will the students be assessed during and at the end of this project?**
    ** *See appendix: Backward Design Template*

2. *Time and Scope* –   **How much time do I have?** How many hours? Is this project a one time experience, or do I want this to last over the course of month, semester, or year? **How large do I want this project to be?** Will it involve others?   **Will this be an annual project – do I want it to be?**

3. *Approval* – **Do I need approval from the Administration or any others to do this?**

4. *Transportation* – **Do we want this project to occur on or off campus?** Do we have access to transportation if we want to travel – personal, arranged, or public transportation?   Can we walk there? How will the experience differ based on where the project is completed?

5. *Restrictions* – **What types of projects are the students capable of handling physically, mentally, emotionally, and socially?**   What are your students capable of <u>intellectually</u> – what type of skills do the students possess that they may bring to the project? Are any of your students <u>physically</u> challenged – remember to consider obesity, asthma, allergies, and injuries? What have your students been exposed to <u>emotionally</u> at this point in their lives that would make them equipped or too sensitive to certain populations – does anyone have/had a parent with cancer, have they been exposed to chronic illness, mental illness, death, homelessness? How <u>socially</u> mature are your students – are they capable

of acting professionally, can they act maturely when faced with unusual circumstances or people who are different than they are?

6. *Needs/Resources* – What resources will we need for this project? Can we raise the needed dollars or collect the items we will need? Can we alter the project so this is not an issue?
   ** See appendix: "Needs List Organizer" and "Budget Worksheet"

7. *Ownership* – **Who will be responsible for what?** Will the students have a say in the above questions? Who will design the project, select the organization or population the group will hope to impact? **May involving the students in the preparation or planning experience greatly enhance their learning experience or impede it?**

8. *Paperwork* – **What paperwork do I need to arrange to take care of prior to the start of this project?** Do the students need certain clearances to work with our selected population (i.e. Child Abuse Clearance, Criminal History Clearance, CPR certification, First Aid certification)? Does our community partner have a waiver or confidentiality form we need to sign prior to serving their organization?

Tips for Successful Preparation:

- **STAY ORGANIZED.** If you stay organized throughout this experience, the students will notice. They will learn the importance of staying organized and hopefully follow your lead!

- **STICK TO THE SCOPE.** Do not overwhelm yourself or your students by taking on too much at one time. Stay within the project scope you originally defined. If you discover another service project or impact area you find interesting during your experience, make a note of it in your file, grab a brochure or informational handout if available, and use it as a resource for future service-learning experiences.

- **BE FLEXIBLE.** Be flexible where you can be, and be aware of the areas where you cannot be flexible.
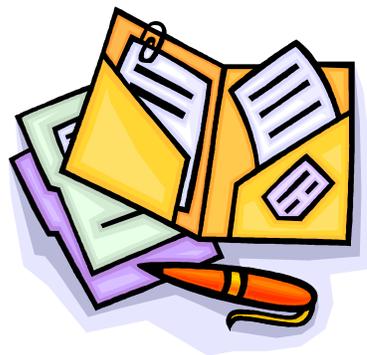
Explore

To accomplish great things, we must not only act, but also dream, not only plan, but also believe.

~ Anatole France

Definition: Lead the students to 1) **explore their personal interests and passions in life,** 2) **assess existing need in the community, and** 3) **discover an opportunity to serve between these two.** This type of exploration will greatly improve education, engagement, and impact on all involved.
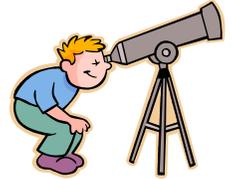
> **INTERESTS & PASSIONS + EXISTING NEED**
> **= STRONG SERVICE-LEARNING OPPORTUNITY**

You will:

1. Empower the students to be **more confident** in their service and themselves.
2. Teach the students to **grasp ownership** of their experience.
3. Give the students the **opportunity to take more initiative, retain more of what they learn, and grow more as a person.**
4. Have a greater impact on the community and allow the community to have a greater impact on the students.

Key Components of Exploration:

1. *Educate Students of the General Impact Areas* – **Create a context for the students to work within throughout their entire service-learning experience.** Give the students a background understanding of non-profit organizations, your organization, and the impact area you serve.

   Example impact areas may include:

   > **Adult education and literacy**
   > **Animal support**
   > **Children and youth**
   > **Community events**
   > **Disaster relief**
   > **Environmental protection**
   > **Health and wellness**
   > **Homelessness and hunger**
   > **Renovation-revitalization-repair**
   > **Senior care**

2. *Have Students Explore Interests & Passions* – What do the students care about? What motivates them? What strengths and skills do they have? **Capitalize on their abilities and skills, and let them see how successful they can be as a team!**

3. *Meet a Genuine Need* – **Observe and research genuine need in the community and develop a project that addresses it.** Develop a project that fits an *existing* need. Have the students observe what they see in the community: who appears to need help, what

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problems can be solved, what areas would they like to improve or change? Encourage the students to research existing need, *if you have not defined this for their project already*, through surveys, interviews with local citizens or political leaders, reading the newspaper, interviewing the police department or local non-profits, or analyzing exiting data.

<u>Tips for Successful Exploration:</u>

- ✓ Coordinate someone from the nonprofit organization speak to the class prior to their first day of service. Bring a video or pamphlets to share. The more interactive, the better!

- ✓ Invite someone from Pittsburgh Cares or SPRING Service-Learning to discuss service-learning, its impact on our communities, people and higher-education, and expectations for the day of service.

- ✓ Bring someone from the population the students plan to serve to speak to the class, so students can be more directly introduced to their experience before their day of service. This will often replace nerves or apprehension with motivation!

- ✓ Encourage the students to create a group bulletin board containing materials they have collected on related topics prior to and throughout their experience.

Serve!

Ain't nothing to it, but to do it.

~ *Maya Angelou*

Definition: Service is "action taken to meet the needs of others and better the community as a whole…to benefit others or one's community without receiving any external rewards."

~ *NSLC Glossary of Service-learning Terms*
(*www.servicelearning.org*)

Service action includes:
1. **Pre-Service Preparation**
2. **Service**
3. **Post-Service Follow-up**

Key Moments during Pre-Service Preparation:

1. *The FIVE W's* – It may sound simple, but students should be able to pass this test hands down before serving! Understanding the FIVE W's will better ensure a successful impact on both the community and the student, and better retention of the knowledge and skills obtained during the experience. It may surprise you how many adults cannot answer this before serving!

   Who?   Who will you be serving?
   What?   What will you be doing?
   When?   When will you complete your project? Is the date significant?
   Where?   Where will you serve? What is unique about the location of your project? What does the context of your project tell you about your organization, population, impact area, or project?
   Why?   Why are you serving this particular population or completing this specific project? Why was it chosen? Why is it worth the time and resources given to complete this project? What sort of impact are you having on the community and on yourself through this service project?

2. *Ask for Support!* Ask local businesses and/or individuals for their financial or in-kind (material) support. Helpful donations can come in many forms and at many different levels of commitment. Donors may give tools, materials, time, new or used items, or money. A donor could be a six year old student or a large corporation. It takes many hands to accomplish certain projects. Give your community the opportunity to become involved. You may be surprised at the response!

3. *Confirm the Details!* Make sure you have confirmed the final details of your project with your volunteers, chaperones, and non-profit agency partner. At Pittsburgh Cares, we use a Project Confirmation Form to stay organize and to ensure everyone involved is on the same page!

4. ***Double check the essentials!*** – After all of your hard work, you want to make sure the actual day of service goes smoothly. Make sure you have completed the following before heading out to serve.

> ✓ **All necessary paperwork has been approved, submitted, collected.**
> ✓ **Both the community partner and the collegiate partner have received and approved the relevant logistics – date, time, location, directions, important contact info, etc.**
> ✓ **All relevant parties have a copy of the day's schedule, details, and one another's MOBILE contact information.**
> ✓ **Any necessary transportation is in line.**
> ✓ **Lunch/Snacks/Drinks are ready to go.**
> ✓ **First Aid kit will be available.**
> ✓ **Everyone knows what to wear.**
> ✓ **All needed Tools/Supplies are organized and ready to go.**
> ✓ **Someone is prepared to take pictures!**

Reminders for Successful Service:

- Be proud! You are benefiting the community, your organization, the students, and your collegiate partner all at once. Congratulations for a job well done!

- Take time to look around and notice how the service-learning experience is going: what are the students doing? What are they learning? Is this project in line with their learning objectives? Can you further enhance their learning experience or impact in any way?

- Schedule time to hold a group discussion at the end of the project, so students can share their immediate reactions: excitements, funny stories, accomplishments, disappointments, fears, questions, expectations and interest in future service opportunities! Do not hesitate to hear all sides – no matter what, the day is a success if you met a genuine community need and everyone learned something new.
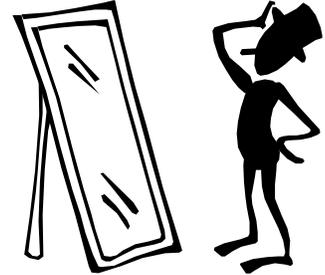
Reflect

Follow effective action with quiet reflection. From the quiet reflection will come even more effective action.

~
James Levin

Definition: **The critical component of successful service-learning programs is "reflection."**

1. Reflection describes the process of **deriving meaning and knowledge** from experience.
2. Reflection occurs **before, during and after** a service-learning project.
3. Effective reflection engages **both faculty/leaders, community partners, and students** in a thoughtful and thought-provoking process that **consciously connects learning with experience**.
4. It is the use of **critical thinking skills** to prepare for and learn from service experiences.

~ *NSLC Glossary of Service-learning Terms*
(www.servicelearning.org)

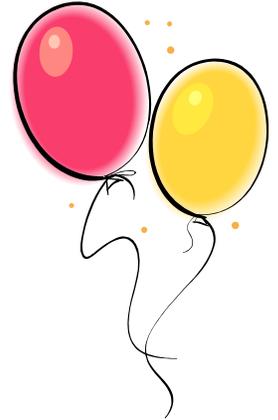## Key Moments of Reflection – Questions You Might Ask the Students:

1. *The Beginning* – Why serve? Why bother? What do you expect? What do you hope for? What do you dread or fear? **What are your end goals?**

2. *Exploration* – What type of community service motivates you most? Have you ever done community service before? What was it like? What did you like? Why did you or didn't you like it? What are you passionate about in life – what are your hobbies? What do you like to do with your friends? Which school subjects are your favorites and why? Which are your least favorite and why? What interests you about your community or city or nearby town?

3. *Selection* – **What benefits exist in working with this organization or population specifically?** What are you most excited about doing? What are you nervous about? What do you think this place or people will look like? What do you expect to see, hear, smell? What do you hope to do during your day of service? What type of impact do you think your class will have on this organization or population – how and why do you think you will be successful?

4. *Education* – **Take time to reflect each time students have been exposed to something new or expressed great emotion about the project** (ex: speaker from the organization or Pittsburgh Cares, movie, article, learning a new skill, a controversial or heated class discussion regarding the project). This will allow the students to express and understand themselves and their classmates better during this new or emotional experience. Also, encourage students to think about how this experience is related to what they are learning in class. For example, "How has your experience supported or refuted the theory explored during last week's class?" *Note*: Providing students with an opportunity to

become comfortable in a current situation will hopefully translate to greater comfort during future/similar experiences, including those during their day of service.

5. *Celebration* – Celebration is a form of reflection in itself! Take the time to celebrate your experience together!

<u>Additional Suggestions for Celebration – Encourage Students to</u>:

- **Take pictures**
- **Share pictures**
- **Share stories among classmates and with others**
- **Create and hang posters**
- **Present your experience and impact**
- **Let the community know what you've done – share your story and pictures with the local newspaper, school newspaper, radio stations, and television.**
- **Tell the media of your project before you serve in case they can cover your event!**
- **Hold an open house or party to celebrate your accomplishments with others – students, family, other teachers, the community, those you served**
- **Discuss ideas for your next service-learning experience!**
- **Encourage future service!**

Service-Learning: Budget Worksheet

Project Title: _____
Date of Project: _____ **Teacher:** _____
Class: _____

Date	Item Purchased	Purpose	Expense

Total Expense: _____

Backward Design Planning Sheet[2]

Stage 1 – Desired Results

Established Goals:

Understandings: *Students will understand that…*	**Essential Questions:**

Students will know…	*Students will be able to…*

Stage 2 – Assessment Evidence

Performance Tasks:	**Other Evidence:**

Stage 3 – Learning Plan

Learning Activities:

[2] Adapted from "Understanding by Design" by Jay McTighe and Grant P. Wiggins. Pg. 22

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Service Learning: Needs List Organizer

Project Title: _____
Date of Project: _____ **Teacher:** _____
Class: _____

We Need...	**Responsible Party** (i.e. the Organization, Pittsburgh Cares, our School)	**Packed and Ready to Go?**