



## *Curriculum Map: High Quality Service-Learning*

Developed by the National Commission on Service-Learning and Learn and Serve America, 2006

QUALITY STANDARD	SKILLS FOR GROWING (GRADES K – 5)	SKILLS FOR ADOLESCENCE (GRADES 6 – 8)	SKILLS FOR ACTION (GRADES 9 – 12)
	Includes a k-5 guide, <i>setting goals for service</i> , and professional development	Includes a service-learning curriculum unit with five lessons and professional development	<p><b><u>Curriculum: (33 expandable sessions)</u></b>            Part 1: Building a School Community            Part 2: Exploring Personal and Social Responsibility            Part 3: Taking Action Through Service-Learning            Part 4: Evaluating and Sharing Service Experiences</p> <p><b><u>Skills Bank: (26 skills taught through multiple activities)</u></b>            Cultural Awareness Skills            Interpersonal Communication            Personal Management and Responsibility            Study and Writing Skills</p> <p><b><u>Supplemental Drug Prevention Unit: (15 sessions)</u></b>  <i>Teens – Alcohol and Other Drugs</i></p> <p><b>Note:</b> <i>Skills for Action</i> is a curriculum consisting of 33 lessons, 26 social and emotional skill sets taught in multiple ways, and a 15-lesson supplement called <i>Teens – Alcohol and Other Drugs</i>. It can be configured as a quarter, semester, one-, two-, three-, or four-year program or integrated into any discipline.</p>



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<p><b>Academic Basis</b></p> <p>Links to academic content and standards so that service goals and learning goals blend together and enrich each other.</p>	<p><i>Setting Goals for Service</i> engages students in applying the social and emotional competencies taught in <i>Skills for Growing</i> and the academic skills taught throughout the elementary curriculum in conducting Service-Learning projects that meet real needs and improve the lives of others in the school and community.</p>	<p>The purpose of Service-Learning in the <i>Skills for Adolescence</i> curriculum is to engage students in applying social and emotional competencies taught in <i>Skills for Adolescence</i> with the academic skills taught in the middle school curriculum to prepare and carry out Service-Learning projects that met real needs and improve the lives of others in the school and community.</p>	<p><i>Skills for Action</i> is designed to be taught both as a separate Service-Learning and life skills course and as a methodology to be integrated into the academic curriculum. Specific approaches for integration are taught in the two-day mandatory workshop. Correlated curriculum maps are included for Social Studies, Language Arts, English, Family and Consumer Sciences, Vocational Home Economics, and Applied Sciences.</p>
<p><b>Hands-On Involvement</b></p> <p>Involves young people in helping to determine and meet real school and community needs.</p>	<p><i>Setting Goals for Service</i> offers four steps: Decide on a project, Plan the project, Do the Project, and Review the results. The process begins by inviting the students to DECIDE on a project idea.</p>	<p>The <i>Service-Learning</i> unit of <i>Skills for Adolescence</i> consists of five lessons that fulfill the four steps of Service-Learning: Preparation, Action, Reflection, and Demonstration / Celebration. Lessons 1 – 3 are the Preparation step and guide teachers and students to identify a real need, decide on a class project, and plan the project. Students take leadership of the project with the teacher serving as the facilitator.</p>	<p><i>Skills for Action</i> uses a four-step Service-Learning approach: Preparation, Action, Reflection, and Demonstration/Celebration. The first step, Preparation, requires young people to identify specific needs in the school and community and focus on key issues of concern to school and community stakeholders.</p>
<p><b>Mutual Benefit</b></p> <p>Is reciprocal in nature, benefiting both the community and the service provider with a service that is a learning experience.</p>	<p>The Service-Learning approach in <i>Setting Goals for Service</i> is based on reciprocal relationships, where students join with the recipients of the service in a learning experience of mutual benefit to those being served and those providing the service.</p>	<p>Reciprocity is a key theme of the <i>Service-Learning</i> unit, with emphasis placed on students discovering what the specific needs are in the school and community, forming relationships with the recipients of the service, and joining together to plan a project that will be mutually satisfying to both the students and those being served by the Service-Learning project.</p>	<p>One of the key foundational elements of <i>Skills for Action</i> is its emphasis on reciprocal relationships among and between those providing the service and those receiving the service. Young people learn that those serving have as much to learn from those being served as they have to offer, and both will benefit exponentially. All Service-Learning projects are entered into with an attitude of respect for and openness to learn among those serving and those served, and a spirit</p>

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			of collaboration and mutual respect characterize the planning, implementation, reflection, and celebration of all Service-Learning projects.
<p><b>Flexible</b> Can be used in any subject area so long as it is appropriate to the learning goals.</p>	<p>The four-step approach of Decide, Plan, Do, and Review in <i>Setting Goals for Service</i> can be applied to a Service-Learning project in any subject area. While the guide is primarily focused on providing a structure and examples for Service-Learning projects related to the content of <i>Skills for Growing</i>, the steps are applicable to developing a Service-Learning project in any area.</p>	<p>The four-step process of Preparation, Action, Reflection, Demonstration /Celebration is a research-based process that delivers high-quality Service-Learning experiences in any subject area. The <i>Service-Learning</i> unit can stand alone as a methodology and set of lesson plans for integrating Service-Learning into any subject area at the middle level.</p>	<p><i>Skills for Action</i> is designed as an educational methodology as well as a course with lessons plans so that it can be incorporated into any subject area that is interested in using a Service-Learning approach to its content. The workshop specifically provides guidance in how to use the program in this way.</p>
<p><b>Age-Independent</b> Works at all ages, even among young children</p>	<p>Young people from Kindergarten to Grade 5 are all encouraged to conduct Service-Learning projects. Clearly, young students require more guidance from the teacher, but very young children have shown that they can carry out all the steps of a Service-Learning project and make a significant contribution to their school and community. Examples from all age groups are included in <i>Setting Goals for Service</i>.</p>	<p>The <i>Service-Learning</i> unit is designed specifically for middle school students, but the four-step process works with young people ages K – 12 and beyond.</p>	<p>The K-12 Lions-Quest programs include a significant Service-Learning experience at every grade level in the belief that the ethic of service is cultivated through a lifelong invitation to contribute to the school and community. While the <i>Skills for Growing</i> (Grades K – 5) and the <i>Skills for Adolescence</i> (Grades 6 – 8) programs are essentially social and emotional learning, character education, and prevention programs that include a strong Service-Learning component, <i>Skills for Action</i> program is fundamentally a Service-Learning and social and emotional learning program with character education and prevention as key components.</p>



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<p><b>Student Directed</b></p> <p>Gives students a choice and voice in selecting, designing, and implementing the service project.</p>	<p>The four steps included in Setting Goals for Service are the following for Grades K – 5 and are designed to put students in charge of their own Service-Learning projects from start to finish, with guidance from the teacher:</p> <ul style="list-style-type: none"> <li>• DECIDE on a project. Choose together what you and your students would like to accomplish.</li> <li>• PLAN the project. Follow a set of logical steps.</li> <li>• DO the project. Carry out the various tasks that you have planned.</li> <li>• REVIEW the results. Acknowledge and celebrate the participation of everyone involved.</li> </ul>	<p>In the <i>Service-Learning</i> unit, youth voice and choice are emphasized as essential elements in high quality Service-Learning. On the Planning for Service-Learning Form on pp. 50 – 51, the category of “Youth Voice and Choice” is included so that teachers and students will plan for that element throughout the four steps of the Service-Learning project:</p> <ul style="list-style-type: none"> <li>• PREPARATION: With facilitation from the teacher, students identify a need in the school and community, meet with the recipients or their agency, develop and plan a project together with all the various tasks required.</li> <li>• ACTION: Students carry out the project.</li> <li>• REFLECTION: Students and the teacher reflect continuously on the project, identifying what is going well, what needs to improve, and making the necessary adjustments to the plan.</li> <li>• DEMONSTRATION AND CELEBRATION: Students demonstrate mastery of the skills and qualities required during the project through reports, videos, displays, etc. They plan a celebration with the recipients of the service to acknowledge their accomplishment.</li> </ul>	<p>Throughout the four steps of high quality Service-Learning on which the <i>Skills for Action</i> program is based, students are in charge of the Service-Learning project, with guidance and support from the teacher. They identify the need, collaborate with the recipients of the service, choose the project, plan it, implement, reflect on it, demonstrate their learning, and celebrate the results with those served. It is a model that empowers young people to be leaders, project managers, and documenters of their process and achievements.</p>



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<p><b>Direct Community Contact</b></p> <p>Enables students to have direct contact with those being served.</p>	<p>The Lions-Quest program includes three types of Service-Learning and encourages as much direct contact with the recipients of the service as possible:</p> <ul style="list-style-type: none"> <li>• Direct service (face-to-face contact)</li> <li>• Indirect Service (behind the scenes)</li> <li>• Civic Action and Advocacy (on behalf of a cause)</li> </ul>	<p>The Lions-Quest program includes three types of Service-Learning and encourages as much direct contact with the recipients of the service as possible:</p> <ul style="list-style-type: none"> <li>• Direct service (face-to-face contact)</li> <li>• Indirect Service (behind the scenes)</li> <li>• Civic Action and Advocacy (on behalf of a cause)</li> </ul>	<p><i>Skills for Action</i> recommends that students provide as much direct service as possible. The research shows conclusively that Service-Learning has the most positive impact on academic learning and the demonstration of personal and social responsibility when the students meet and/or work with the recipients of the service.</p>
<p><b>Long-Term Experience</b></p> <p>Is conducted over time and ideally beyond one semester.</p>	<p><i>Setting Goals for Service</i> is placed after Unit 3 in the <i>Skills for Growing</i> curriculum. This placement allows students to learn group work skills of cooperation, communication, decision making, and problem solving before undertaking a Service-Learning project. After Unit 3, students are encouraged to conduct at least one and ideally more than one Service-Learning project that will last throughout the rest of the school year.</p>	<p>The <i>Service-Learning</i> unit in Skills for Adolescence is designed to provide both a short-term Service-Learning experience and the potential for a long-term project or set of projects that extend throughout the duration of the program. The <i>Service-Learning</i> unit is placed after Unit 2 so that the students have the benefit of the community building and of learning the communication and cooperation skills before embarking on a Service-Learning project. After the Service-Learning unit, each unit has Service-Learning follow-up lessons for the classes that decide to extend their Service-Learning project.</p>	<p>The <i>Skills for Action</i> four-part curriculum is designed as a program that can be implemented over one semester, one year, two years, three years, or four years. There are 33 lessons that cover the four steps of high quality Service-Learning that can be expanded to cover one semester or one year. Because Service-Learning projects are always unique, the course can be offered each year of a students' high school career. The <i>Skills Bank</i> includes 26 social and emotional competencies with multiple activities to teach, reinforce, and enrich the students' proficiency with the skills. The drug prevention supplement, <i>Teens – Alcohol and Other Drugs</i>, is comprised of 15 lessons that can be taught at any grade level as a drug prevention unit. Combined, there are enough lessons in the program to be combined as a one-semester to four-year program. For schools who are looking for a methodology rather than a program, <i>Skills for Action</i> can be integrated into existing courses that typically</p>

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			run for one quarter, one semester, or one year. Integration options are included in the <i>Teacher's Resource Guide</i> and in the workshop.
<p><b>Structured Reflection</b></p> <p>Provides students with structured time to think, talk, write, and/or reflect in other ways about what they say, felt, did, and learned during the service experience.</p>	<p>Reflection is a key component of the Lions Quest approach to Service-Learning and is one of the four steps in <i>Setting Goals for Service</i>. Students in Grades K – 5 reflect on what went well, what didn't go so well, what they learned individually and as a group, what skills and information they used to be successful, what obstacles they encountered, how they dealt with them, and what they could do better next time.</p>	<p>Reflection is a key component of the Lions Quest approach to Service-Learning and is one of the four steps in the Service-Learning unit. Throughout the Service-Learning project and in depth during Step 3: Reflection, students reflect on and write about how they are feeling about the project, what is going well, what needs to improve, and what they are learning, both individually and as a group. They reflect on and document the academic, social and emotional skills they employed to complete the project, what obstacles emerged, what information and skills were needed to handle the situations, and what the final outcome of their Service-Learning project(s) was.</p>	<p>Reflection is one of the essential steps of high quality Service-Learning in the <i>Skills for Action</i> program. Students reflect at the end of each lesson, at the end of their individual Service-Learning project, and throughout the class project. At the end of the class project, the students do a major reflection report that details their personal experience and the group experience, and then shares those reflections and learning with an audience outside the classroom.</p>



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<p><b>Experienced Facilitation</b></p> <p>Are led by teachers who are experienced in facilitating service-learning approaches.</p>	<p>Lions Quest provides a two-day professional development workshop for all implementers of the <i>Skills for Growing</i> program during which participants learn about high quality Service-Learning. . In addition, Lions Quest offers a one-day K-12 professional development in-service on Service-Learning for those who want a more in-depth exploration of high quality Service-Learning and ways to integrate it as an educational methodology into any subject area.</p>	<p>Lions Quest provides a two-day professional development workshop for all implementers of the <i>Skills for Adolescence</i> program during which participants learn about high quality Service-Learning. . In addition, Lions Quest offers a one-day K-12 professional development in-service on Service-Learning for those who want a more in-depth exploration of high quality Service-Learning and ways to integrate it as an educational methodology into any subject area.</p>	<p><i>Skills for Action</i> requires teacher preparation and can only be obtained after participating in a two-day workshop at which participants get an in-depth overview of the program, hands-on experiences with the program materials, participation in an actual Service-Learning project during the workshop, information about the four steps of high quality Service-Learning, instructional strategies for teaching the program content, and customized assistance with implementation and integration options. A one-day workshop is available for the drug prevention supplement, <i>Teens – Alcohol and Other Drugs</i>.</p>