



# Curriculum Map: High Quality Service-Learning

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

## SKILLS FOR ACTION (SFC): GRADES 9 – 12

SFC is a curriculum consisting of 33 lessons, 26 social and emotional skill sets taught in multiple ways, and a 15-lesson supplement called Teens – Alcohol and Other Drugs. It can be configured as a quarter, semester, one-, two-, three-, or four-year program or integrated into any discipline. These units include:

### Curriculum: (33 expandable sessions)

- **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**

### Skills Bank: (26 skills taught through multiple activities)

- **Cultural Awareness Skills**
- **Interpersonal Communication**
- **Personal Management and Responsibility**
- **Study and Writing Skills**

### Supplemental Drug Prevention Unit: (15 sessions)

- **Teens – Alcohol and Other Drugs**

QUALITY STANDARD	Addressed within SFC Curriculum
<p><b>Academic Basis</b> Links to academic content and standards so that service goals and learning goals blend together and enrich each other.</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> Involves young people in helping to determine and meet real school and community needs.</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>



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<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>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 of collaboration and mutual respect characterize the planning, implementation, reflection, and celebration of all Service-Learning projects.</p>
<p><b>Flexible</b></p> <p>Can be used in any subject area so long as it is appropriate to the learning goals.</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></p> <p>Works at all ages, even among young children</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>
<p><b>Student Directed</b></p> <p>Gives students a choice and voice in selecting, designing, and implementing the service project.</p>	<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>
<p><b>Direct Community Contact</b></p> <p>Enables students to have direct contact with those being served.</p>	<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>



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<p><b>Long-Term Experience</b></p> <p>Is conducted over time and ideally beyond one semester.</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 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>
<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 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>
<p><b>Experienced Facilitation</b></p> <p>Are led by teachers who are experienced in facilitating service-learning approaches.</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>