



Curriculum Map: High Quality Service-Learning

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

SKILLS FOR GROWING (SFG): GRADES K – 5

Includes a K-5 Guide, **Setting Goals for Service**, and Professional Development. Below standards of high quality Service-Learning are described along with the way in which each standard is addressed within the curriculum.

QUALITY STANDARD	Addressed within SFG Curriculum
<p>Academic Basis 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>Hands-On Involvement 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>Mutual Benefit 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>Flexible 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>Age-Independent 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>



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<p>Student Directed</p> <p>Gives students a choice and voice in selecting, designing, and implementing the service project.</p>	<p>The four steps included in <i>Setting Goals for Service</i> 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"> • DECIDE on a project. Choose together what you and your students would like to accomplish. • PLAN the project. Follow a set of logical steps. • DO the project. Carry out the various tasks that you have planned. • REVIEW the results. Acknowledge and celebrate the participation of everyone involved.
<p>Direct Community Contact</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"> • Direct service (face-to-face contact) • Indirect Service (behind the scenes) • Civic Action and Advocacy (on behalf of a cause)
<p>Long-Term Experience</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>Structured Reflection</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>Experienced Facilitation</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>