

Service-Learning: An Introduction

Students learn about Lions Quest Service-Learning—its purpose, goals, objectives, and evaluation requirements. They also discover how the course is different from other courses, with its focus on concepts such as personal and social responsibility, service-learning, and the view of young people as resources rather than as problems. In most cases, each lesson can be completed in one class period.

SEL COMPETENCIES

Social awareness
Relationship skills
Responsible decision-making

SKILLS empathy, building healthy relationships, working cooperatively

PREPARATION

Make copies of the **Service-Learning Handouts** listed under Materials.

MATERIALS

- ✓ Chart paper
- ✓ Markers
- ✓ 10-15 small self-adhesive dots for every two students
- ✓ Service-Learning Handout 1: Program Goals
- ✓ Service-Learning Handout 2: Student Portfolios

CLASSROOM CONFIGURATION

D whole class **C** pairs
P pairs **A** individuals

OBJECTIVES

Students will

- ✓ Understand the purpose, goals, objectives, and requirements of *Lions Quest Service-Learning*
- ✓ Understand the concepts of citizenship, personal responsibility, social responsibility, and service-learning
- ✓ Explore possible services that they could provide to their community



DISCOVERING

8 MINUTES



INSTRUCTION

Welcome the students and introduce yourself. Explain the purpose of this lesson.

Write on the board the purpose of the lesson as it applies to the students:

To explore the purpose, goals, objectives, and requirements of *Lions Quest Service-Learning* and introduce key concepts that make the course different from other high school courses.

ASK: *What do you think is meant by service-learning?*

- *What does the word “service” mean?*
- *What kind of services do you think can help a community? (Examples might include feeding the homeless.)*

Explain that during today’s lesson, the class will focus on what *Lions Quest Service-Learning* is designed to achieve and in what ways the course will be different from others that students might have experienced. Emphasize that in this course, students will be asked to extend themselves, care about others, and make a difference by contributing. The following activity introduces four key concepts for service-learning.



CONNECTING

10 MINUTES

ACTIVITY 1

Students express their understanding of concepts basic to the course.

The following activity has two options: as a pairing activity or as a small-group activity.

Introduce Activity Option 1: Pairing.

Write on chart paper the terms *citizenship*, *personal responsibility*, *social responsibility*, and *service-learning*. Ask students to turn to a person next to them, introduce themselves, and on a sheet of paper write their mutual understandings of each of the terms listed on the chart. **ASK:** *Would volunteers please read their definitions of each of the terms?*

- *What are examples of good citizenship?*
- *Why do you think personal responsibility is important in service-learning?*
- *Why do you think social responsibility is important in service-learning?*
- *Can service-learning lead to better citizenship? Why or why not?*



Community Connection

Ask students to learn about a service organization in their community, such as the Red Cross or the Salvation Army. They should then write a paragraph about the organization, answering the following questions:

1. What is the mission of the organization? How does it help people in their community?
2. How does the organization work? How does it reach out to people?
3. How do volunteers become involved? Does the organization welcome teenagers?



Family Connection

Ask students to talk to a member of their family or extended family who is involved in providing a service to their community. For example, maybe there is an aunt or uncle who helps maintain a garden or prairie in the community. Then have the students report back to the class on what their family member did, how they did it, how they benefited from the volunteer activity, and how the community benefited.



Applying Across the Curriculum

HISTORY Ask students to do research into an historical figure who provided a service to humanity. Mohandas Gandhi, for example, preached nonviolence to bring about the independence of India from Great Britain. Mother Theresa spent her life helping poor people in that same country. Ask students to research old news accounts about the figure and put together a photograph album that shows how the person they showed was able to help make the world a better place.

Introduce Activity Option 2: Small Groups.

Write on chart paper the terms *citizenship*, *personal responsibility*, *social responsibility*, and *service-learning*. Divide the class into four groups and assign each a different term to define. Have one member of each group write its definition on the chart paper next to the corresponding term. Then discuss the four concepts, using the questions in Activity Option 1.

SAY: *The four terms represent key concepts that will be defined, discussed, and experienced throughout the course. Now you will explore some possible service-learning activities in which you will participate.*



PRACTICING 20 MINUTES

ACTIVITY 2

Students share ideas for services to their community.

Post four sheets of paper around the room and divide the class into four groups. Ask students to write on one of the sheets several services that teenagers could provide to the community. Examples might include visiting a nursing home, reading to the blind, or buying groceries for someone who is ill or disabled. Tell the students to keep brainstorming until they have 10 to 15 possible services on their sheets.

Students identify and discuss service activities in which they or someone they know is currently involved.

The students should stay in their small groups. Give each student 10 to 15 self-adhesive dots. Have students place dots on their group's sheet next to the activities that they or someone they know is involved in currently.

ASK: *Which activities have the most dots next to them? Why do you think this is the case?*

- *Why do you think people volunteer for these activities?*
- *What activities, if any, have been overlooked?*
- *What are some of the benefits that student involvement brings to others? To the students who are involved?*
- *What kinds of knowledge and skills would students need to do these activities?*
- *Which of the activities listed do you want to know more about?*

Provide more information about Lions Quest Service-Learning.

SAY: *Lions Quest Service-Learning involves more than just service. Service-learning is the vehicle through which you learn about:*

- *Applying academic knowledge and skills*
- *Understanding your own skills and abilities and those of your classmates*
- *Taking responsibility*
- *Playing an active role in contributing to your community and the world*

Explain Service-Learning Handout 1: Course Overview and Program Goals

- Hand out **Service-Learning Handout 1: Program Goals**. Ask for one or more volunteers to read aloud the Program Goals. Discuss the goals to make sure students understand them.
- Explain that in *Lions Quest Service-Learning*, students will keep a *Service-Learning Log*. Explain that a *Service-Learning Log* is a notebook in which students record their thoughts, feelings, responses, and actions in connection with their activities in *Lions Quest Service-Learning*. Make sure students understand that you, the teacher, are the only one who will see their *Service-Learning Logs*. Each student is expected to use the Log throughout the course to record personal impressions and experiences about the course in general and their service-learning experiences in particular.

Explain the Advisory Team.

Explain that an Advisory Team will be formed to help the class develop specific plans and strategies for effective short-term and long-term service-learning projects that the students will carry out in *Lions Quest Service-Learning*. The Advisory Team will include students, teachers, school administrators, parents, and community members. Explain that you will keep students informed about who is on the Advisory Team.

Reflecting

Ask students to answer the following questions in their *Service-Learning Logs*. Then discuss the questions.

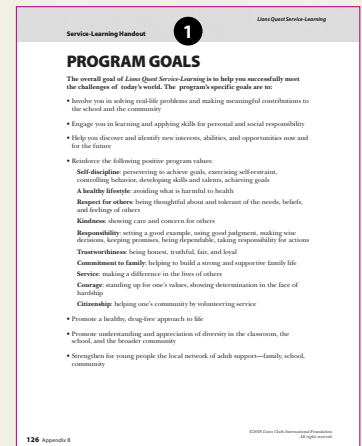
What?	What are citizenship, personal responsibility, social responsibility, and service-learning?
So what?	Why is it important for young people to become involved in issues in the community? How can the community benefit? How do individuals benefit?
Now what?	What do you think is the next step for service-learning? How do you think you can learn more about needs in your community?

A APPLYING 2 MINUTES

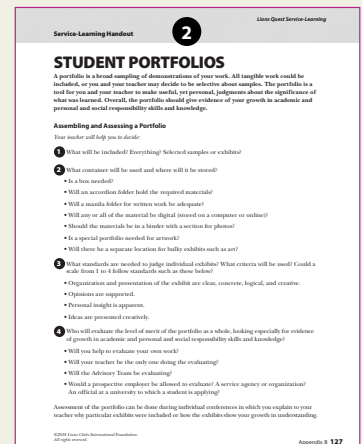
Ask students to observe their community over the next several days and answer the following questions in their *Service-Learning Logs*.

- What are some needs in your community that you are interested in?
- How do you think you might help address one or two of these needs with a service-learning project?

Service-Learning Handout 1: Program Goals



Service-Learning Handout 2: Student Portfolios



ASSESSING

PRACTICING (INFORMAL FORMATIVE ASSESSMENT) After students have completed Activity 2 in Practicing, in which they place adhesive dots next to volunteer activities, informally assess their answers to the questions:

- How well do they understand the concept of volunteer activities?
- How aware are they of needs in their community?

If any students seem unsure or uncertain of themselves, consider pairing them with other students to work on the volunteer activities in which they will be engaged in *Lions Quest Service-Learning*.

APPLYING (FORMAL FORMATIVE ASSESSMENT) Review the students' answers in their *Service-Learning Logs* to the questions under Reflecting. The questions are open-ended, but it is important to give students positive feedback for their answers. If you think that a student's answers are too general, encourage him or her to think of more specific details in answers.

PORTFOLIO ASSESSMENT Explain to students that a portfolio is a broad sampling of demonstrations of their work. *The Service-Learning Student Portfolio* is a tool for helping students make useful, but personal, judgments about the significance of what was learned. Hand out **Service-Learning Handout 2: Student Portfolios** and work through the questions with the students about what will be included in the portfolio, what container will be used, how exhibits will be evaluated, and who will do the evaluations.

BUILDING SKILLS BEYOND THE LESSON

Write in Your Learning Log!

REINFORCEMENT

APPLYING Ask students to begin writing about possible service projects in their *Service-Learning Logs*. What needs do they see in their school and community? What skills and talents do they have that can help others?

When You Provided a Service!

APPLYING Have students prepare a piece of artwork or write a newspaper article or poem that tells about a time when they provided a service to someone. For example, perhaps they helped a senior citizen in their neighborhood by mowing his or her lawn.

Respond to a Quotation by Dr. King!

ENRICHMENT

APPLYING In their *Service-Learning Logs*, have students write a paragraph in which they respond to this quotation by Dr. Martin Luther King, Jr.: "Life's most persistent and urgent question is 'What are you doing for others?'"

Conduct an Interview!

APPLYING Ask students to conduct an interview with a person in their community who provides a service to other people, such as a nurse, a teacher, a minister, or a social worker. They should write five to seven questions before their interview. One question might be, "How did you become interested in helping others?" They should record their interviews on a social messaging device or write a report of it.