



Lions Quest Service-Learning

Lions Quest



A Program of the Lions Clubs
International Foundation

“ At the heart of this program is the belief that young people are resources who can make a positive difference in the world. ”



A Program of the Lions Clubs
International Foundation



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ISBN: 978-1-56095-126-1

LCIF Oak Brook, IL

1 2 3 4 5 6 7 8 / 20 19 18 17 16 15

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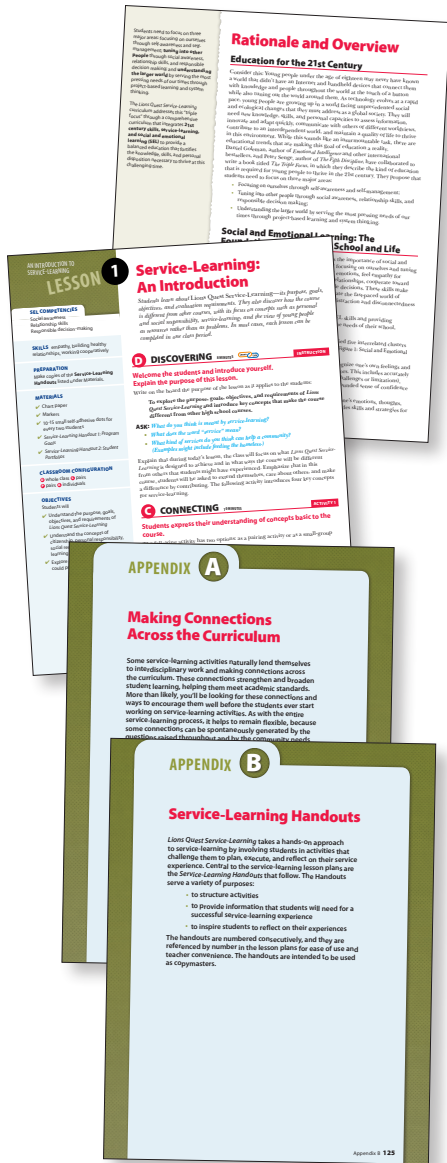
How to Use This Book

This book provides all the information and resources you will need to implement the *Lions Quest Service-Learning* program for high school. **PAGES 6-26** provide a general program overview and information on the research-based background of *Lions Quest Service-Learning*.

STARTING ON PAGE 27 are lessons that teachers can use to teach concepts of service-learning and guide students through the process of planning a service-learning project, taking action, reflecting on the service-learning project, sharing the results of the project, and celebrating the students' achievement.

APPENDIX A provides suggestions for service-learning projects that connect to academic subjects, including language arts, social studies, mathematics, and science.

APPENDIX B contains Handouts that teachers may duplicate. The Handouts contain information, activities, and planning templates that will help students plan and execute their service-learning project. The Handouts are numbered and are referred to by number and title in the lessons.



Lions Quest Message

The hope of every nation is its children. As teachers, counselors, and youth advocates, we have an opportunity to touch the lives of young people every day. Working with families and communities, we can help guide young people to become productive citizens. We can make a real difference.

How do we encourage our children to strive to be the best they can be? We need to teach them more than what is included on standardized tests. We must help them develop respect for themselves and others. We must help them form strong commitments to their families, to positive peers, to their communities, and to the world beyond.

Our young people need the self-confidence that comes from recognizing and building on their strengths. They also need the insight to handle their emotions constructively, the ability to set goals, and the knowledge and skills to stay healthy and drug-free.

You can help them gain these skills. We thank you for your efforts on behalf of young people and for choosing, through this program, to touch their lives in a most important way.

Your friends at Lions Clubs International Foundation



A Program of the Lions Clubs International Foundation



Lions Clubs International Foundation

Lions Clubs International is the largest humanitarian service organization in the world, with more than 1.35 million members in 209 countries and geographic areas. Lions Clubs International Foundation is the official charitable and grant-making organization of LCI and provides both financial and technical support for Lions Quest programs worldwide.

Students need to focus on three major areas: focusing on ourselves through self-awareness and self-management; **tuning into other people** through social awareness, relationship skills, and responsible decision making; and **understanding the larger world** by serving the most pressing needs of our times through project-based learning and system thinking.

The *Lions Quest Service-Learning* curriculum addresses this “triple focus” through a comprehensive curriculum that integrates **21st century skills, service-learning, and social and emotional learning (SEL)** to provide a balanced education that fortifies the knowledge, skills, and personal disposition necessary to thrive at this challenging time.

Rationale and Overview

Education for the 21st Century

Consider this: Young people under the age of eighteen may never have known a world that didn’t have an Internet and handheld devices that connect them with knowledge and people throughout the world at the touch of a button while also tuning out the world around them. As technology evolves at a rapid pace, young people are growing up in a world facing unprecedented social and ecological changes that they must address as a global society. They will need new knowledge, skills, and personal capacities to assess information, innovate and adapt quickly, communicate with others of different worldviews, contribute to an interdependent world, and maintain a quality of life to thrive in this environment. While this sounds like an insurmountable task, there are educational trends that are making this goal of education a reality. Daniel Goleman, author of *Emotional Intelligence* and other international bestsellers, and Peter Senge, author of *The Fifth Discipline*, have collaborated to write a book titled *The Triple Focus*, in which they describe the kind of education that is required for young people to thrive in the 21st century. They propose that students need to focus on three major areas:

- Focusing on ourselves through self-awareness and self-management;
- Tuning into other people through social awareness, relationship skills, and responsible decision making;
- Understanding the larger world by serving the most pressing needs of our times through project-based learning and system thinking.

Social and Emotional Learning: The Foundation for Success in School and Life

In *The Triple Focus*, Daniel Goleman emphasizes the importance of social and emotional learning (SEL) to build the skills for focusing on ourselves and tuning into others in order to express and manage our emotions, feel empathy for others, understand diverse perspectives, build relationships, cooperate toward common goals, and make ethical and responsible decisions. These skills make it possible for young people to successfully navigate the fast-paced world of growing interdependence alongside increasing distraction and disconnectedness fostered by world conditions and technology.

Lions Quest Service-Learning focuses on building SEL skills and providing opportunities to practice them through serving the needs of their school, community, and world.

FIVE CORE COMPETENCIES Research has identified five interrelated clusters of social and emotional competencies as shown in Figure 1: Social and Emotional Learning Core Competencies:

- **SELF-AWARENESS** refers to the ability to recognize one’s own feelings and thoughts and how they influence one’s behaviors. This includes accurately assessing personal strengths (as well as one’s challenges or limitations), setting realistic goals, and possessing a well-grounded sense of confidence and optimism.
- **SELF-MANAGEMENT** is the ability to regulate one’s emotions, thoughts, and behaviors in different situations. This includes skills and strategies for

delaying gratification, managing stress, controlling impulses, motivating oneself, and achieving personal and academic goals.

- **SOCIAL AWARENESS** is the ability to take the perspective of and to empathize with others, including those from diverse backgrounds and cultures. Social awareness also includes understanding social and ethnical norms for behavior and recognizing family, school, and community resources.



Figure 1. Social and Emotional Learning Core Competencies

- **RELATIONSHIP SKILLS** refer to the ability to establish and maintain healthy and rewarding relationships, including those with diverse individuals and groups. Relationship skills include knowing how to communicate clearly, listen well, cooperate with others, resist negative social pressure, negotiate conflict constructively, and effectively seek help when needed.
- **RESPONSIBLE DECISION MAKING** is the ability to make constructive choices about personal behavior and social interactions, including about school and life expectations, based on a consideration of ethical standards, safety concerns, social norms, and realistic evaluation of consequences of various actions. Responsible decisions reflect concern for one's well-being as well as the well-being of others.

These five competency clusters are interrelated and often operate simultaneously. As Figure 1 illustrates, two of the clusters (in dark orange) focus on skills related to the self, two (in blue) focus on skills related to others, and the third (in green) focuses on decision making.

ROLE OF SCHOOL STAFF AND LEADERS Research has shown that school staff are more effective at fostering and supporting SEL when they themselves are socially and emotionally competent. Principals and school administrators set the tone for SEL by the way they conduct themselves and treat staff, students, families, and community members.

School leaders with strong social-emotional competencies also set an important example as they build and maintain positive and trusting relationships among members of the school community.

Skill Sets of the Five Core Competencies

The five SEL Core Competencies are comprised of skill sets that support the development of each competency.

Self-awareness

- Labeling one's feelings accurately
- Recognizing the connection between feelings, thoughts, and behavior
- Accurately assessing one's strengths and limitations

SEL is a process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve goals, feel and show empathy for others, establish positive relationships, and make responsible decisions.

The Lions Quest programs explicitly teach SEL skills through sequentially taught lessons that are offered during a focused time in the curriculum and employ a highly participatory and interactive instructional approach that models and reinforces social and emotional development in the classroom.

- Setting realistic goals
- Having a well-grounded sense of self-efficacy and optimism
- Having a positive mindset

Self-management

- Regulating one's emotions
- Managing stress
- Controlling one's impulses
- Motivating oneself
- Working toward and achieving goals

Social Awareness

- Perspective taking
- Empathy
- Respecting diversity
- Understanding social and ethical norms of behavior
- Recognizing family, school, and community supports

Relationship Skills

- Building healthy relationships, including those with diverse individuals and groups
- Communicating clearly
- Working cooperatively
- Resisting negative social pressure
- Resolving conflicts
- Seeking help when needed

Responsible Decision Making

- Making constructive, safe choices about self, relationships, and school
- Considering the well-being of self and others
- Recognizing one's responsibility to behave ethically
- Basing decisions on safety, social, and ethical considerations
- Evaluating realistic consequences of various actions

Lions Quest Service-Learning teaches, models, and reinforces all five core competencies and accompanying skill sets through positive school and classroom learning environments, evidence-based curriculum lessons, service-learning projects, and family and community support and engagement. Each lesson identifies which SEL competency and skills are being addressed through core skill-building and follow-up activities.

Social and Emotional Learning Standards

Illinois has developed Social and Emotional Learning Standards around three goals with learning standards at early elementary, late elementary, middle/junior high school, early high school, and late high school and with performance indicators for each standard. The lessons in the Lions Quest programs teach all the social and emotional learning competencies and accompanying skills at all grade levels, and they are listed in each lesson.

The three goals are:

Goal 1: Develop self-awareness and self-management skills to achieve school and life success.

Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.

Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.

These standards now serve as national SEL standards and can be accessed at the Illinois State Board of Education Web site: www.isbe.net.

Outcomes Associated with the Five SEL Core Competencies

A growing body of research indicates that social and emotional skills, knowledge, and attitudes are critical both to academic learning and to the competencies students will need to be successful in the 21st century. The short-term goals of SEL programs are to 1) promote students' self-awareness, self-management, social awareness, relationship, and responsible decision-making skills; and 2) improve students' attitudes and beliefs about self, others, and school.



Figure 2: Logic Model for SEL Approaches and Outcomes

These, in turn, provide a foundation for better adjustment and academic performance as reflected in more positive social behaviors and peer relationships, fewer conduct problems, less emotional distress, and improved grades and test scores .

Providing children with explicit evidenced-based SEL skills instruction throughout the curriculum within safe, caring, and well-managed learning environments addresses many of these learning barriers by enhancing school attachment, reducing risky behaviors, and promoting positive development, and thereby positively influencing academic achievement.

Research confirms that SEL can have a positive impact on school climate and promote a host of academic, social, and emotional benefits for students. Recent research indicates that students receiving quality SEL instruction demonstrated:

- **BETTER ACADEMIC PERFORMANCE:** achievement scores an average of 11 percentile points higher than students who did not receive SEL instruction
- **IMPROVED ATTITUDES AND BEHAVIORS:** greater motivation to learn, deeper commitment to school, increased time devoted to schoolwork, and better classroom behavior
- **FEWER NEGATIVE BEHAVIORS:** decreased disruptive class behavior, noncompliance, aggression, delinquent acts, and disciplinary referrals

- **REDUCED EMOTIONAL DISTRESS:** fewer reports of student depression, anxiety, stress, and social withdrawal

These studies also found that the outcomes described above were the result of high-quality implementation in which SEL programs were offered through S.A.F.E. practices: **S**kill development is Sequenced, instructional methods are **A**ctive, time in the curriculum is **F**ocused on skill development, and skills are **E**xplicitly taught in the curriculum. When these four practices were present in the implementation plan, students' school-related attitudes, behavior, health, and academic performance improved.

In addition to offering curriculum, support materials, and professional development in SEL, *Lions Quest Service-Learning* also aligns with the S.A.F.E. description of high-quality implementation practices that led to the improvement in academic achievement and the decreases in problem behaviors cited above. The Lions Quest programs explicitly teach SEL skills through sequentially taught lessons that are offered during a focused time in the curriculum and employ a highly participatory and interactive instructional approach that models and reinforces social and emotional development in the classroom.

Service-Learning: Integrating 21st Century Education and SEL with Civic Action

The Triple Focus emphasizes the importance of “understanding the larger world” as a core competency in the 21st century. During the past two decades, a growing body of research has identified a powerful and transformational educational methodology that addresses the four key areas of 21st century skills and cultivates active citizenship, academic engagement, social and emotional competence, prevention of unhealthy behaviors and dropout, and strong character in young people. That approach is called service-learning.

Students typically ask, “Why are we doing this?” when presented with new content in the curriculum. Service-learning is an educational methodology that answers that question by:

- Enhancing and extending learning beyond the classroom
- Providing opportunities for students to learn and apply academic, social, emotional, and ethical skills to address real-life issues in the school and community
- Fostering a sense of empathy and caring for others
- Meeting actual school and community needs
- Creating school and community linkages
- Integrating service-learning projects into the academic program
- Providing time for reflection about what was learned during this service (Kaye 2010)

In *Lions Quest Service-Learning*, service-learning is coupled with social and emotional learning (SEL) to incorporate the recognition and application of talents and interests, organizational skills, goal setting, appreciation of diversity, empathy, respect, communication and cooperation, problem solving, reflection, and other essential life skills to create fully integrated learning experiences.

In school- and community-based situations, young people investigate issues, prepare and plan a service-learning project to address those issues, implement their projects, and then reflect on and share what they have learned about real-world needs with others outside the classroom. Service becomes service-learning as students reflect on what they are doing, why they are doing it, and what they are learning about themselves, others, the needs they are addressing, and the process of working together to achieve a common goal.

As a result, students apply knowledge, skills, and behaviors they need to learn while designing and performing service projects that give them a sense of empowerment, confidence, and accomplishment. In addition to preparing and planning to address needs, they also develop stronger academic, social, emotional, ethical, and civic skills.

Young people long for opportunities to make a difference in their school and community and desire to have their voices, talents, passions, skills, and knowledge acknowledged and put to use in making their classrooms, school, community, and world a better place for everyone. As a result, both the recipients and the providers of the service are changed, and the ethic of service that is fundamental to a democracy is experienced and enhanced.

Students are more likely to come to school, get better grades, bond with staff and classmates, demonstrate prosocial skills, and develop an ethic of service that contributes to a life-long disposition toward civic action.

Researcher Richard Bradley has written extensively about the ways in which service-learning supports the Framework for 21st Century Learning. He has created a table that shows each of the areas of the framework and specific ways that service-learning enriches and enhances each area.

Service-Learning National Standards

The National Youth Leadership Council developed K-12 Service-Learning Standards for Quality Practice in 2008. The *Lions Quest Service-Learning* program addresses each standard in the following way:

MEANINGFUL SERVICE *Service-learning actively engages participants in meaningful and personally relevant service activities.* The program lessons are constructed around the five steps of high-quality service-learning and provide opportunities for students to investigate personal skills and school/community needs, prepare and plan a collaborative service-learning project, carry it out, reflect on knowledge used and learning acquired, and demonstrate the learning to audiences outside the classroom.

LINKS TO THE CURRICULUM *Service-learning is intentionally used as an instructional strategy to meet learning goals and/or content standards.* Students learn skills and content required to complete the service-learning project that meets academic standards and can be applied to new contexts.

REFLECTION *Service-learning incorporates multiple challenging reflection activities that are ongoing and that prompt deep thinking and analysis about oneself and one's relationship to society.* The program teaches a reflection process at the end of each lesson as well as at critical junctures throughout the steps of the service-learning process.

DIVERSITY *Service-learning promotes understanding of diversity and mutual respect among all participants.* Students have multiple opportunities to experience diverse populations, settings, and cultures through service-learning and to broaden their perspectives, mutual respect, and appreciation of different ways of being.

Lions Quest Service-Learning provides a structure for high-quality service-learning built around these five steps:

1. Investigation
2. Preparation and Planning
3. Action
4. Reflection
5. Demonstration and Celebration

“Generosity—our ability to offer the best of who we are and what we have for the benefit of one another—is perhaps our most valuable human attribute. In fact, it may be the singular quality that we possess that has the capacity to transform the world.”

—Mark Nepo, poet

YOUTH VOICE *Service-learning provides youth with a strong voice in planning, implementing, and evaluating service-learning experiences with guidance from adults.* A key tenet of the program is providing students with opportunities to discover and share personal talents and interests, explore needs in the school and community that have meaning for them, decide on and design service-learning projects they are passionate about, and reflect with others about the most important learning from successes and mistakes.

PARTNERSHIPS *Service-learning partnerships are collaborative, mutually beneficial, and address community needs.* Students in the program actively initiate, pursue, and participate in partnerships with school and community members, parents and families, organizations, agencies, and other young people that represent the diversity of the school and community. The result is reciprocal relationships and mutual respect, where those serving and being served are benefitting equally.

PROGRESS MONITORING *Service-learning engages participants in an ongoing process to assess the quality of implementation and progress toward meeting specified goals and uses results for improvement and sustainability.* The program provides ongoing assessment opportunities for students to observe, track, and change the direction of tasks and activities to realize positive outcomes. Learning is shared with audiences outside the classroom.

DURATION/INTENSITY *Service-learning has sufficient duration and intensity to address community needs and meet specified outcomes.* The thorough process of implementing a service-learning project using the five steps of high-quality service-learning helps assure skill development, acquisition of knowledge, reflection, and demonstration of learning.

Five Steps of Service-Learning

Lions Quest Service-Learning provides a structure for implementing a high-quality service-learning project. The structure is comprised of five steps of high-quality service-learning. Students are empowered with guidance from the facilitator to implement these steps, as follows, in the program.

Step 1: Investigation

Students, with guidance and support from the facilitator:

- Discover and make visible to the class their talents, skills, and interests that will be helpful in carrying out a service-learning project by using their social and emotional skills of listening to and interviewing each other and posting the skills in a visible place.
- Identify range of needs in the school and community that align with their talents, skills, and interests.
- Research reasons why the needs exist through interviews, surveys, and various media.
- Collaborate with school and community partners who are interested in addressing the needs.
- Narrow the list of needs around which to develop service-learning project ideas.
- Begin to document the service-learning process by writing journals, taking pictures and videos, and keeping a record of the experience to share as part of the demonstration and celebration step.
- Begin to reflect on individual learning and the effectiveness of the group process.
- Brainstorm potential service-learning project ideas that could potentially meet the needs they have identified.

Step 2: Preparation and Planning

Students, with guidance and support from the facilitator:

- Decide on a class service-learning project based on:
 - Talents, skills, and interests of students in relation to the need and project ideas
 - Feedback from school and community members about their perceptions of the needs and project ideas
 - Defining realistic parameters for implementation and considering feasibility criteria for each project idea
 - Reaching class consensus on the service-learning project they most want to implement
- Learn more about the need and potential for the service-learning project through additional interviews, surveys, and research.
- Develop a detailed service-learning project plan with committees, roles, and responsibilities.
- Continue the documentation process and ongoing reflection on individual learning and the group process.

Step 3: Action

Students, with guidance and support from the facilitator:

- Implement the class service-learning project as a collaborative group effort with committees, roles, and responsibilities.
- Offer direct, indirect, advocacy, or research-based service in the school or community based on the type of service-learning project they choose to implement.
- Use academic, social, and emotional competencies to prepare, plan, implement, and document the service-learning experience.
- Participate in a real-world learning experience with real consequences.
- Continue the documentation process and ongoing reflection on individual learning and the group process.

Step 4: Reflection

Students reflect at the end of the service-learning project using the following process to:

- Report on what happened at the outset, during, and as a result of the service-learning project.
- Describe what they learned about the topic of their service-learning project, what academic skills they used, what SEL skills they demonstrated, and what their thoughts and feelings are about their individual experience of participating in the service-learning project.
- Describe their thoughts and feelings about the group process of preparing, planning, and carrying out a service-learning project with the entire class and within committees.
- Assess the effectiveness of the group process. What worked well? What didn't work well? What improvement to the group process could be implemented in the future?

Step 5: Demonstration and Celebration

With guidance and support from the facilitator, students demonstrate what they have learned, as well as the talents, skills, and knowledge used to complete the service-learning project successfully, using the following process to:

"The students' involvement in this project helped them become more civic-minded and brought them closer to an understanding of citizenship as an active pursuit. They were becoming literate citizens by realizing that they could be part of the solution to significant problems through their skills and knowledge to address real issues in the school and community."

—Lions Quest school facilitator

- Gather all documentation of the service-learning project from the beginning to the completion.
- Determine audiences outside the classroom who would benefit from learning about the project results.
- Create and present a class presentation to demonstrate the individual and collective learning from the project through reports, performance, and/or artistic displays to audiences outside the classroom.

Example of a Service-Learning Project Using the Five Steps

The following example describes how a service-learning project unfolded using the five steps of service-learning.

Investigation

The students began the project by discovering the talents, skills, and interests that they could contribute to a project. They found that their classmates had a range of abilities, including public speaking, creative writing, organizational, artistic, research, technology expertise, and mathematical skills. The class decided to focus on the needs of the school and identified several needs related to the school grounds.

Ideas in the brainstorming session included beautifying an area outside the cafeteria with indigenous plants, cleaning up litter around the school, and planting flowers and building bird feeders to attract wildlife. They interviewed school staff, parents, and community members about the need they had chosen to address and gathered their ideas for improving the school grounds and cutting down the amount of trash at school.

Preparation and Planning

Through discussions, the students analyzed the trash problem, brainstormed service-learning project ideas, and reached consensus on a service-learning project plan to address the litter on the school grounds through a recycling effort. They raised awareness about the litter problem and educated students, staff, and community members on the concept of “Reduce, Reuse, and Recycle” (Three Rs) as ways to deal with trash and litter.

Students used Web sites, books, and magazines to learn more about the Three Rs of Recycling and the importance of a sustainable recycling effort. Students researched what type of and how much trash was being thrown on the school grounds by gathering and sorting it on a given day. They interviewed people in the community who were focused on environmental issues, specifically recycling efforts. They discovered that the main types of trash on the school grounds were paper, plastic, and aluminum and that they were visible in all areas.

They concluded that the whole school would need to get involved to address the litter problem in a systemic way. To create awareness and encourage community involvement, they made posters about the litter problem at the school and placed them around the school and community. The administration made announcements in the school about the need to clean up the school grounds and the service-learning recycling project that the class would launch.

In developing the plan to address the problem, students chose committees and tasks that suited their particular talents, interests, and skills. For example, those interested in the use of technology accessed information from Web sites to find out more about recycling, and those with artistic skills designed the recycling containers.

Action

Students worked together to raise awareness throughout the school and community, get permission from the school administration to put decorated containers around the school grounds, raise funds to buy containers, create visually attractive containers to place around the school grounds, and engage the entire school community in an ongoing recycling awareness campaign through assemblies, public announcements, and written materials about how to recycle using the Three Rs.

Reflection

Students reflected on their learning in a variety of ways. They critically examined their service-learning experiences and the knowledge they gained about civic engagement and recycling, as well as how to work collaboratively and effectively on a group project. Students kept Learning Logs and turned them into documents to share with the class to remind students and future classes about how important it is to recycle.

To hear all of the students' voices during the service-learning project reflection, the class formed small groups and posed questions. Examples included: "What did you learn about why recycling is important to the community? What will you tell your friends and family about recycling? How do you think you can help your community by helping people learn about recycling?"

Groups discussed potential ways to expand the project and how their work could serve as a model for other students. Students reflected on how their efforts can affect the environment in a significant way, from impacting ways their families might choose to start recycling to improving the school grounds through a schoolwide effort to affecting recycling efforts in a systemic way through working with community organizations who are addressing this issue.

Evaluation of the project included having students write and share a report about their personal learning as a result of the service-learning project, their analysis of how their group worked together to accomplish a common goal, and what they would do differently next time to be even more effective in researching, designing, and carrying out a service-learning project.

Demonstration and Celebration

News spread about the project, and the students were eager to tell others of their experiences. They invited the principal, assistant principal, the mayor, community representatives, and community newspaper reporters to the school to hear about the project and celebrate their successes. The students put on a multimedia presentation that conveyed their new understanding of recycling and civic responsibility and their sustainable plan to recycle at the school. They then took the audience on a tour of the school to see the decorated recycling containers and the impact they had on litter and trash on the school grounds.

The presence of the city and school officials validated the importance of the students' efforts. The students asked the guests questions or made statements about issues they had worked on that they now recognized as issues in their community and world. Students understood that they could make a significant difference in a short amount of time and also communicate with community members and leaders to extend the result and impact policy and systemic change over time.

The students' involvement in this project helped them become more civic minded and brought them closer to an understanding of citizenship as an active pursuit. They were becoming literate citizens by realizing that they could be part of the solution to significant problems through using their skills and knowledge to address real issues in the school and community.

"Never doubt that a small group of thoughtful citizens can change the world; indeed, it is the only thing that ever has."

—Margaret Mead, anthropologist

"If you have come to help or fix me, then please go away. If you have come because you realize that your liberation is bound with mine, then let us work together."
—Ecuadorian tribal leader

Benefits of Service-Learning

Susan Root has conducted research that identifies the following benefits to students, schools, teachers, and the community.

Benefits to Students

Self-Esteem/Personal Development

- Empowerment (Student believes he or she can make a difference.)
- Self-image (Student feels worthwhile, confident, competent.)

Social and Interpersonal Development

- Social comfort (Student is comfortable and feels competent in a variety of social situations.)
- Group work skills/ team responsibility (Student works well with others to achieve a task, elicits participation of others, and participates fully.)
- Intergenerational connectedness (Student has the ability to interact and work cooperatively with familial and non-familial adults and seeks advice and learns from adults.)
- Social sensitivity (Student is exposed to and empathizes with a wide range of people, perspectives, and understandings.)

Values Development

- Social responsibility (Student believes members of society are interdependent and have an obligation to take care of those less fortunate.)
- Civic responsibility (Student believes that members of society have an obligation to participate in public affairs and processes.)
- Team responsibility (Student values working with a group to accomplish a task and believes a group can often accomplish more than an individual.)

Academic Development

- Improvements in basic academic skills (reading, writing, and math)
- Improvements in specified subject-matter knowledge (e.g., social studies, ecology, history)
- Critical thinking skills (e.g., decision making, problem solving, analytical skills)
- Engaged learner (Student is interested and motivated to learn and invests time in learning.)

Career Exploration/Development

- Career exploration (Student learns about the range of potential jobs.)
- Development of job-related skills (Student gains experience, knowledge, and skills in the world of work.)

Benefits to Schools

Education Reform

- Focus on learning and the importance of students' being involved in their own learning
- Importance of expectations of excellence in all domains—academic, social, emotional, and ethical
- Participative planning and decision making
- People processes in which control derives from commitment to commonly held purposes

Holistic Learning

- Basic academic skills reinforced by out-of-class experiences
- Involvement and empathy calling forth the full development of the person
- Support of all learning styles
- Enhanced motivation for and commitment to learning

Enhanced School Climate

Partnerships Between Schools and Communities

- School and community development and enhancement of the school's image in the community's eyes

Benefits to Teachers

Enhancement to Curriculum

- Service-learning begins with experience and works backward toward understanding, which is then verified in the classroom and fits the learning style preferred by 75 percent of the people in our culture—do it first, then talk about it.

New Responsibilities as Teachers, Mentors

- When service-learning strategies are used in the classroom, the teacher is no longer responsible for the total content of the curriculum. The teacher becomes a partner in the learning process.

Partnership Between Teachers and Students

- Increased respect (Students experience increased respect for adults and increased comfort in working with them.)
- Learning laboratory (Service-learning provides life settings in which teachers and students can test concepts along with facts.)
- Authentic work (Community-based service-learning projects are intrinsically relevant and authentic, giving the work that is performed worth and meaning beyond the setting in which it is performed.)
- Information utilization (Service-learning can help balance information with experience and enable students, as well as teachers, to seek appropriate information and apply it in appropriate contexts.)
- Empowering view of education (Valuing the contribution that youth provide through service-learning enhances students' self-esteem and gives young people a stake in the community and the future.)

"In the human world, abundance does not happen automatically. It is created when we have the sense to choose community, to come together to celebrate and share our common story. Whether the 'scarce resource' is money or love or power or words, the true law of life is that we generate more of whatever seems scarce by trusting its supply and passing it around."

—Parker J. Palmer, author

“Service is the state of being in which we are constantly discovering and rediscovering our highest purpose and are willingly acting upon it in spite of our fears and self-doubt.”
—Chris Strutt, business consultant

Performance-Based Evaluation

- Outcomes of service-learning require new ways to identify and report results.
- Performance-based evaluation is more appropriate for service-learning than for other types of academic assessment and can be supported by data derived from standardized tests on subject matter.

Interactive Teaching and Learning Environment

- Skills (The same skills that facilitate good service-learning also facilitate positive working relationships among faculty and administration.)
- Collaboration (Service-learning is a collaborative process that brings teachers in contact with their colleagues in the context of meaningful work.)

Mutually Beneficial School/Community Partnerships

- Addressing needs and issues (Service-learning allows teachers and students to directly address issues and needs in the school community.)
- School and students as community resources (As youth relate through service to the needs of the community, the community begins to look to the schools for insight and problem solving—in essence, for leadership.)

Benefits to the Community

Contribution to Community Development and Renewal

- Support (A reservoir of support is developed for identification of local issues, issue-oriented programming, and issue-oriented service.)
- Commitment beyond self (Service-learning helps to develop a greater sense of commitment beyond self, a broad base of experience and community connections, and helps foster an ethic of commitment to community and a sense of membership in that community.)

Direct Aid, Human Involvement, and Personal Empowerment

- Recipients of service benefit from direct aid, human involvement, and personal empowerment.

Creativity and Enthusiasm from Youth

- Agencies receive an infusion of creativity and enthusiasm from participating youth.

Investment in Communities

- Service-learning helps students to become more invested in their communities and to become community-minded citizens. As young people contribute to the common good, they are increasingly seen as one of the community’s greatest resources.

Research on Service-Learning

Research on service-learning shows strong evidence of multiple benefits for students in the areas of academic achievement, social and emotional competence, civic responsibility, positive prevention of health-compromising behaviors, and career exploration. Additional benefits to teachers, schools, and the communities demonstrate the comprehensive outcomes of service-learning.

Students need skills for good citizenship and successful employment. At the same time, they also need a comprehensive, proactive approach to help them develop social and emotional competencies and avoid at-risk behaviors. Service-learning has established itself as an educational methodology that engages all young people, both the academically talented and those at risk, in preparing for the challenges and opportunities they will face in the future.

Academic Achievement

- When service-learning is explicitly connected to curriculum and teachers help students to understand and draw meaning from their service experiences, young people make gains on achievement tests, complete their homework more often, and increase their grade point averages.
- Service-learning is positively associated with positive impacts on attendance, school engagement, attitudes and motivation toward school, and achievement scores.
- Students engaged in service-learning show moderate to strong gains on student achievement tests in language arts and reading, school engagement, sense of educational accomplishment, and homework completion. They have higher scores on state tests of basic skills and higher grades. They show improved problem-solving skills and increased interest in academics. Finally, service-learning helps at-risk students improve grade point averages and decrease the likelihood that these students will drop out of school.
- Problem-solving ability in real-life situations increases more for students engaged in community service than for those in comparison groups.
- In an assessment of Metropolitan Achievement Scores, students who participated in service-learning showed statistically significant gains when compared to control groups, especially in math.
- Reading and math achievement scores of both tutors and those tutored consistently increase.
- Students who participate in field education have higher grades at the completion of their programs than those who do not.

Social and Emotional Development

- Service-learning has strong academic and personal impacts when there is deliberate integration with developmentally appropriate reflection, which is built upon social and emotional skills such as problem solving and relationship building with peers and adults.
- Students who engage in service-learning activities not only become more responsible but rank responsibility as an important value. Such students tend to see themselves as more socially competent and show greater empathy toward others than their non-participating peers.

"The future of humankind lies waiting for those who will come to understand their lives and take up their responsibility for all living things."

—Vine Victor Deloria, Native American rights leader

"After decades of atomizing, isolating pressures to 'do our own thing,' there is a longing for community, for belonging to groups of kindred spirits, for ways of serving and thereby extending our sense of self."

—Charles Garfield

"We should challenge teenagers, make them feel part of their communities and channel their energies to positive ends. . . . What's needed is a message to young people that they are responsible and essential members of society."

—John Calhoun, Executive Director,
National Crime Prevention Council

- Students engaged in service-learning show increases in personal and social responsibility, communication, and a sense of educational competence; demonstrate a higher sense of responsibility than students in a control group; and are more likely to treat each other kindly, help each other, and care about doing their best .
- Service-learning has a positive effect on students' interpersonal development and the ability to relate to diverse groups. They were better able to trust and be trusted by others, be reliable, and accept responsibility; develop positive bonds with adults, show greater empathy with others and greater acceptance of cultural diversity, and show increased awareness of cultural differences and attitudes toward helping others; and feel more comfortable communicating with ethnically diverse groups.
- Students engaged in service-learning gain in social and personal responsibility and sense of educational competence.
- When service-learning is integrated with social and emotional competencies, the positive impact of both is magnified.

Civic Engagement

- Service-learning helps students increase their knowledge of community needs, become committed to the ethic of service, and develop a more sophisticated understanding of politics and morality.
- Students engaged in high-quality service-learning programs show an increase in the degree to which they feel aware of community needs, believe they can make a difference, and are committed to serve in the future.
- They also gain a greater sense of civic responsibility and a feeling that they can make a difference, and increase their desire to become active contributors to society.
- Students engaged in high-quality service-learning show increased awareness of community needs, believe they can make a difference, and are committed to service in the future; are more likely to think about politics and morality in society and more likely to consider how to effect social change; and show increased understanding of how government works.
- Service-learning influences students to be engaged in community organizations, to vote, and to become more politically aware.

Prevention

- Students engaged in service-learning show fewer behavioral problems and are less likely to be referred to the office for disciplinary reasons; show reduced levels of alienation; are half as likely to engage in risky behaviors, such as binge drinking, problem drug use, cigarette use, promiscuous sexual activity, vandalism, and skipping school; and are twice as likely to value sexual restraint.
- Students who serve their communities are less likely to engage in risky behaviors.
- Students who engage in service-learning show less alienation, exhibit fewer behavior problems, are less likely to be referred to the office for disciplinary measures, and are less likely to engage in behavior that leads to pregnancy or arrest.

- Service-learning is shown to be a deterrent to early and unprotected sexual activity. In the same study, a reduction in violent behavior was noted.
- Service-learning is an effective strategy for preventing substance abuse and dropping out of school.

Vocational Development

Students who engage in service-learning learn about career and communication skills, increase their awareness of career possibilities, and develop more positive workplace attitudes than fellow students. Students engaged in service-learning have a more realistic appraisal of possible future careers. In particular, high-quality service-learning experiences were associated with gains in the following areas for high school students:

- Academic engagement
- Valuing school
- Attachment to school
- Enjoyment of subject matters
- Acquisition of civic skills
- Attachment to community
- Civic dispositions
- Student sense of efficacy
- Civic engagement
- Self-reported civic knowledge

The facilitator uses creative strategies to get students into groups that either mix them up in a safe and entertaining way or, when necessary, assign them into effective groups for specific purposes.

Facilitator Considerations Before Starting a Service-Learning Project

There are several considerations that the facilitator needs to address before starting a service-learning project.

Facilitator Experience

Do you want to facilitate a short-term or long-term project? If you are new to service-learning, it is advisable to start small. Short-term service-learning projects that are completed by the whole class can take one or two weeks to complete, be relatively easy to implement, and provide high-quality experiences for students. Long-term projects that are more complex may take weeks to complete or require an ongoing commitment. Experienced service-learning practitioners better facilitate such projects. It is critical to decide whether to facilitate a short-term or long-term project before starting to plan a service-learning project. Doing so will keep student expectations within the boundaries of what you are able and willing to implement.

Level of Effort

What level of service-learning project are you able to manage, given your course load and family commitments? It is important for the facilitator to be realistic about the time available to organize the details and logistics of a service-learning project. If course load or family commitments do not permit extra time, keep the service-learning project focused on the school and plan to complete it during class time. If more time is available, invite students to consider needs and service-learning projects in the community or beyond. Again, your decision will determine how the opportunity for service-learning experiences is introduced to the class.

Flexibility with Out-of-Class Time

How receptive are administrators to schoolwide service-learning projects that may take students' time outside of regular class time? Check with school administrators to find out what the parameters are for students' missing class time to complete a service-learning project outside of class time.

School Policies

What are the school's policies about students leaving the school to participate in community-based service-learning? Check on school policies related to leaving the school site to participate in community-based service-learning, such as handling transportation and the legal issues related to who provides the transportation, getting permission from families to release students from school, making sure all students are covered by insurance and have presented medical forms, making sure first-aid kits are available, and so on.

Student Maturity

Have your students demonstrated sufficient maturity for community-based or large scale service-learning projects? The complexity of the project should be in direct relation to the maturity of the students. If they are designing an organized class service-learning project for the first time, it is advisable to keep the project in the classroom and school and supervise the students closely. If the students are seasoned service-learning implementers, then they can be given more responsibility to work independently in a broader sphere of influence.

Resources

To what extent do you have access to human and financial resources? It is critical for the facilitator to think about the people needed to help implement service-learning projects and the financial resources that might be sought to complete the projects. The scope of the service-learning project should be in direct relationship to the availability of these critical resources. Lions Club members can be invaluable resources for transportation, service sites, help and support, and financial assistance.

Community Participation and Guest Speakers

What process does your school have for contacting, preparing, and engaging community resources, such as guest speakers, for your service-learning project? Service-learning projects require community relations and partnerships, as well as family participation. Check with your administration to find out the school's protocol for selecting, contacting, inviting, and engaging guest speakers and classroom resources.

Develop a process for the students to identify potential speakers, make the invitation, collect resumes, develop topics and questions for the speakers to address, provide specific information about the event and how the exchange between the speaker and students will unfold, debrief the guest speakers' presentations or interviews, and express gratitude for the speakers' contributions.

In terms of engaging with recipients of a community-based service-learning project, find out if the recipients of the service may come to the school and what procedures are necessary for that to occur within school guidelines for community participation in school events.

Group Process

What process will you use to help students reach a genuine consensus on their service-learning project? Throughout the steps of the service-learning process, students will be discussing opportunities and which ones to pursue. For example, they will need to reach a consensus in Step 2: Lesson 1, "Deciding on a Project." Lead discussions that invite all students to voice their ideas, opinions, and preferences until students can reach an authentic consensus that represents the priorities and preferences of all group members. Continue discussions until consensus is reached.

Cooperative Groups and Group Roles

Lions Quest Service-Learning emphasizes experienced-based learning through active student engagement in a wide range of activities in and out of the classroom. To plan and carry out these activities, students must learn how to manage their behavior, demonstrate respect for others, and work effectively with their peers to achieve common goals. To build these capacities in students, the program uses positive instructional strategies to 1) create a relationship-centered learning community that is student-centered, consistently safe, engaging, caring, cooperative, and well-managed; and 2) teach, model, and reinforce SEL skills. These positive instructional strategies are used for the purposes listed below when teaching any of the lesson elements and are particularly important in supporting the specific purposes of the designated lesson phases.

Cooperative Learning

To create a relationship-centered classroom and encourage students to work together on service-learning projects, the program includes many cooperative learning activities. The following guidelines will help make cooperative learning successful.

Giving Clear Instructions

The facilitator makes sure that the primary goals of understanding and retention of the material being studied and positive interdependence among participants are understood by students and upheld through the processes listed below. All the instructions, grouping strategies, agreements and norms, materials, and practice situations for the group work activity are prepared ahead of time to maximize orderliness and minimize confusion.

Giving clear instructions for group activities is one of the most important aspects of successful group work. In the lessons, the global directions are given first so that students understand in a general way what is coming. This is a respectful strategy that avoids putting students on the spot and possibly embarrassing them. This strategy promotes student choice and gives time to ask questions before launching into an activity.

Giving clear instructions includes the following steps:

- **STATE THE GOAL** for the activity.
- **GIVE A BRIEF GLOBAL VIEW** of what is going to happen, and then check for understanding.
- **GIVE BRIEF STEP-BY STEP** instructions for each step of the activity one time, right before the students are to follow that instruction.
- **CHECK FOR UNDERSTANDING** at each step.
- **MODEL** parts that are necessary for understanding the task.

Creative Grouping Strategies

Using a variety of groupings such as pairs, pair-square, triads, quads, and small groups of no more than six students facilitates students' working with all classmates and learning to reach out to and get along with others. The facilitator

uses creative strategies to organize students into groups that either mix them up in a safe and entertaining way or, when necessary, assigns them into effective groups for specific purposes.

The facilitator can develop ways to get students into pre-arranged groups by assigning categories and having students find each other using cards, colored sticks, self-stick notes, pictures of symbols, and so on. The facilitator can allow groups to self-organize by assigning students to categories such as pizza or salad ingredients, colors of the rainbow, words in a phrase, etc., and inviting them to find others to make a whole. The lessons remind the facilitator to use different groupings and grouping strategies to build the relationship-centered learning community and sustain student interest.

Group Roles

Students need roles for effective group work. The facilitator introduces and explains Group Roles and then uses them in small-group activities throughout the program to give every student a role. Not all roles are needed in each group setting.

- The **LEADER** facilitates the group.
- The **RECORDER** writes the group's ideas.
- The **REPORTER** reports out.
- The **TIMEKEEPER** keeps the group on task.
- The **COLLECTOR** picks up and puts things away.
- **MEMBERS** participate.

Norms for Effective Cooperative Groups

Effective cooperative groups require norms that ensure everyone speaks, contributes, and participates in reaching agreements in a safe and respectful setting. These norms ensure that every student :

- Has a partner or group to work with
- Fulfills a Group Role
- Speaks with full attention from the group and without interruption
- Models agreements for a respectful learning environment
- Contributes fully to the group task and final decisions

Monitoring Group Work

The facilitator closely monitors all group work by circulating during a cooperative group activity and making sure that students demonstrate appropriate Standards of Behavior norms for effective cooperative groups. Setting time frames, giving clear instructions, checking for understanding by randomly selecting students to explain the activity, and acting as a guide and process checker throughout the activity help assure group success.

At times, the facilitator can model group work that is set up without changes and at other times model flexibility with times, tasks, and problem solving. Allowing students opportunities for identifying and praising examples of effective group process and providing facilitator feedback help students understand and replicate successful group behaviors.

Consensus Building

A group reaches a consensus when all members of the group have an equal voice in reaching agreement on a decision. In a majority vote, 50% plus one of the members can make a decision. In a consensus, all members of the group agree. Consensus is not a compromise. Instead, members negotiate to agree on a creative solution or course of action.

Three Principles of Consensus

Making decisions by consensus depends on three necessary principles:

1. All members have an equal voice, and all perspectives and opinions are valued.
2. Any member has the right to change his or her mind during the discussions that lead to consensus.
3. All members commit to the final decision and to carrying it out.

Process for Reaching a Group Consensus

The following process will help groups discuss issues and reach consensus as effectively as possible:

1. The group should contain four to six students, and the group should be as diverse as possible.
2. The facilitators should establish guidelines for consensus discussions:
 - Do not interrupt when another person is speaking.
 - Treat one another with respect.
 - One person should not dominate the conversation.
 - Encourage all students in the group contribute.
3. Students should sit in a circle so that they are facing one another.
4. Each student in the group should have the chance to fill the role of facilitator throughout the year.
5. The teacher should intervene only when absolutely necessary.
6. The group starts to explore an issue through dialogue, when all the issues are put on the table.
7. The group then moves on to the discussion phase, in which the purpose is to make a decision.
8. To reach a consensus, students go through a process of negotiation. Emphasis should be on searching for alternative perspectives and creative solutions.
9. Once a consensus is reached, all students in the group should commit to carrying out that decision.

This process will help groups in the service-learning process to reach consensus on which project to pursue, what the goals of the project are, and how the group will organize and complete the project.

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

D 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.

C 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

Lions Quest Service-Learning

1

Service-Learning Handout

PROGRAM GOALS

The overall goal of *Lions Quest Service-Learning* is to help you successfully meet the challenges of today's world. The program's specific goals are to:

- Embrace you in solving real-life problems and making meaningful contributions to the school and the community.
- Engage you in learning and applying skills for personal and social responsibility.
- Help you discover and identify new interests, abilities, and opportunities now and for the future.

• Reinforce the following positive program values:

- **Self-discipline:** persevering to achieve goals, exercising self-control, controlling behavior, developing skills and talents, achieving goals.
- **A healthy lifestyle:** avoiding what is harmful to health.
- **Respect for others:** being thoughtful about and tolerant of the needs, beliefs, and feelings of others.
- **Kindness:** showing care and concern for others.
- **Responsibility:** writing a good example, using good judgment, making wise decisions, keeping promises, being dependable, taking responsibility for actions.
- **Teamwork/ethics:** being honest, truthful, fair, and legal.
- **Commitment to family:** helping to build a strong and supportive family life.
- **Service:** making a difference in the lives of others.
- **Courage:** standing up for one's values, showing determination in the face of hardship.
- **Citizenship:** helping one's community by volunteering service.

- Promote a healthy, drug-free approach to life.
- Promote understanding and appreciation of diversity in the classroom, the school, and the broader community.
- Strengthen for young people the local network of adult support—family, school, community.

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Service-Learning Handout 2: Student Portfolios

Lions Quest Service-Learning

2

Service-Learning Handout

STUDENT PORTFOLIOS

A portfolio is a broad sampling of demonstrations of your work. All tangible work could be included, or you and your teacher may decide to be selective about samples. The portfolio is a tool for you and your teacher to make useful, yet personal, judgments about the significance of what was learned. Overall, the portfolio should give evidence of your growth in academic and personal and social responsibility skills and knowledge.

Assembling and Assessing a Portfolio

Your teacher will help you to decide:

1. What will be included? Everything? Selected samples or exhibits?
 - Is a box needed?
 - Will an accession folder hold the required materials?
 - Will a manila folder for written work be adequate?
 - Will you use or all of the material by digital (e-mail or online)?
 - Should the materials be in a binder with access for others?
 - Is a special portfolio needed for artwork?
 - Will there be a separate location for bulky exhibits such as art?
2. What standards are needed to judge individual exhibits? What criteria will be used? Could a rubric from 1 to 5 (like standards) such as these be used?
 - Organization and presentation of the exhibit are clear, concise, logical, and creative.
 - Opinions are supported.
 - Research is accurate.
 - Ideas are presented creatively.
3. Who will evaluate the level of merit of the portfolio as a whole, looking especially for evidence of growth in academic and personal and social responsibility skills and knowledge?
 - Will your teacher be the only one doing the evaluating?
 - Will the Advisory Team be evaluating?
 - Should a perspective employer be allowed to evaluate? A service agency or organization? An official of a university to which a student is applying?

Assessment of the portfolio can be done during individual conferences in which you explain to your teacher why particular exhibits were included or how the exhibits show your growth in understanding.

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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.

Building a Classroom Community

Students learn more about one another as the first step in creating a classroom learning community that is positive and supportive. In this lesson, the focus is on activities in which students share knowledge about themselves with one another. In Lesson 3, “Standards of Behavior,” students will discuss standards to reduce conflict and increase cooperation in the classroom.

SEL COMPETENCIES

Social awareness
Relationship skills
Responsible decision-making

SKILLS building healthy relationships, communicating clearly, working cooperatively

PREPARATION

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

MATERIALS

- ✓ Service-Learning Handout 3: Search and Sign
- ✓ Service-Learning Handout 4: Partner Interview

CLASSROOM CONFIGURATION

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

OBJECTIVES

Students will

- ✓ Understand the rationale for creating an effective classroom community as preparation for the service projects in *Lions Quest Service-Learning*
- ✓ Discover and share information about their classmates
- ✓ Introduce fellow students to the entire classroom



DISCOVERING 8 MINUTES



INSTRUCTION

Provide a rationale for creating a classroom community.

SAY: *In order for the class to make a difference in the community, it's very helpful to find out about the interests, talents, skills, and abilities of the other members of your class. If the class combines its assets, each student will learn and accomplish more than any one person can alone.*

Discuss what an effective learning community is.

Ask the students to take a look around themselves. The class may include some people they have never met and others they have known for years. Discuss the following open-ended questions and ask for a volunteer to write students' responses on the chalkboard.

ASK: *What interests and concerns do all of you have in common?*

- *What could you learn from one another?*
- *What actions could you take together to make the world a better place?*
- *How could you develop a classroom learning community in which each member is respected for being a resource?*

Explain that in the next activity, the students will take steps to learn more about one another.



CONNECTING 10 MINUTES

ACTIVITY 1

Students learn more about one another.

Hand out **Service-Learning Handout 3: Search and Sign**. Explain that they are to find others in the class who match the 14 descriptions, and have them sign their names next to the corresponding descriptions. Make clear that each person can sign someone's sheet only once. When a student has found 14 different names, he or she should sit down.

When most students have gotten all the signatures, ask everyone to be seated. Ask a volunteer to read each description, and have the students call out the names of the classmates they have met who match that description. Then ask students to raise their hands if they have:

- Participated in some kind of service experience
- Volunteered for an organization
- Worked on a community issue or concern



Community Connection

Ask students to create a visual medium, such as a drawing, a photograph, or a collage to communicate about people or programs in their community that have affected them directly. Then they should write a few sentences that answer this question: Who in the community has made a difference in the quality of life for everyone?



Family Connection

Ask students what it takes for a family to work together successfully. Ask them to describe a time when they felt that their family worked very well together to overcome a challenge or solve a problem. What did family members do? How did they cooperate? What role did each family member play in working together to overcome the challenge?



Applying Across the Curriculum

LANGUAGE ARTS Explain to the students that a memoir is a special kind of autobiography in which an individual writes about important times or events that occurred in his or her life. Ask students to write a one-page “chapter” in their own memoir in which they recall an event that tells something important about themselves. For example, an athlete might write about the time when the person realized that he or she was good in a sport. Ask volunteers to read their memoir “chapters” as a way of introducing themselves to the class.

ASK: *What are some of the volunteer activities that people in the class have been involved in?*

- *How do you think these experiences might be helpful in this course?*
- *How do you think you might be able to draw on the experiences of your classmates?*

Point out that in this course everyone will have some of these opportunities to volunteer and provide services to their communities.

ASK: *How are you feeling at this point about the prospect of taking part in a service activity?*

Express appreciation to the students for being honest. In the next activity, students will get to know one another even better.



PRACTICING 20 MINUTES

ACTIVITY 2

Students introduce each other.

Now the students will introduce other students to the class. Hand out **Service-Learning Handout 4: Partner Interview**. Ask students to find partners they do not know well. Have the pairs take turns interviewing each other. Encourage partners to ask additional questions to get to know each other. Make it clear that interviewees may pass on questions they prefer not to answer. Then use one of the two following activity options to have the partners take turns introducing each other to the class.

Activity Option 1: Pretend To Be the Other Person

One partner stands behind the other and, pretending to be that person, introduces him or her to the group, sharing some of the things learned from the interview. For example, Jenny stands behind Michael and says, “I’m Michael Torres and I like to play basketball. Most people don’t know it, but I really like to cook. My most famous dish is Atomic Chili. . . .”

Activity Option 2: Make Introductions at the Mall

Two sets of partners pretend to meet at a mall. Each pair introduces his or her partner, sharing some of the things learned during the interviews. For example, one partner might say, “I want you to meet my friend, Rosa, who just moved here from New York. She speaks two languages, knows a lot about computers, and thinks she’d like to be a computer programmer. . . .” Encourage partners to build on one another’s idea with responses such as, “Ryan just moved here, too—and he’s on the soccer team.” When everyone has been introduced, discuss the activity.

ASK: *What are some of the similarities that you noticed among your classmates?*

- *What are some of the differences that you noticed?*
- *How do you think the introducing activity might help you work cooperatively with your classmates?*

Reflecting

Ask students to reflect on the activities in this lesson by answering the following questions in their *Service-Learning Logs*. Then discuss the questions.

What?

What are some of the things that you can do to get to know your classmates better?

So what?

Why do you think it's important to learn more about your classmates? How might this help the class work cooperatively on service projects??

Now what?

What if one of your classmates seems to be left out? How can you take responsibility to help make him or her more comfortable?

A APPLYING 2 MINUTES

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

- *Is the class growing together into a learning community?*
- *If so, how do you know that this is happening?*
- *If you don't think it's happening, how can you help the class work together?*

ASSESSING

PRACTICING (INFORMAL FORMATIVE ASSESSMENT) After students have completed the Connecting Activity and the Practicing Activity, informally assess their understanding of the concepts in the lesson:

- How well do students understand the importance of forming an effective learning community?
- How well do students understand the connection between forming a learning community and developing a service project?

APPLYING (FORMAL FORMATIVE ASSESSMENT) Review the students' answers in their *Service-Learning Logs* to the questions under Reflecting. How specific are their answers? How well do they understand that they have a responsibility to help form an effective learning community?

PORTFOLIO ASSESSMENT Ask students to add their filled-out **Service-Learning Handout 3: Search and Sign** and **Service-Learning Handout 4: Partner Interview** to the *Service-Learning Student Portfolio*. These handouts provide a record of the process by which they get to know their classmates and form an effective learning community.

Service-Learning Handout 3: Search and Sign

Service-Learning Handout 3
Classroom Service Learning

SEARCH AND SIGN

- 1 Pick a musical instrument. Which one? _____
- 2 Has taught or worked with small children. How? _____
- 3 Speaks more than one language. What is (are) the other language(s)? _____
- 4 Has helped with a project in the school or community. What was it? _____
- 5 Has been a member of a team. Which one? _____
- 6 Has volunteered for an organization in the school or community. Which one? _____
- 7 Has moved here in the last five years. Where did you live before? _____
- 8 Gets up before 6:00 in the morning on Saturdays. Why? _____
- 9 Has lived in another state, province, or country. Which one(s)? _____
- 10 Practices one or three times a week. What? _____
- 11 Has unique hobbies or interests. How many? _____

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Service-Learning Handout 4: Partner Interview

Service-Learning Handout 4
Classroom Service Learning

PARTNER INTERVIEW

Interview your partner by asking the following questions. Write a summary of each response in the space provided below.

- 1 What is your favorite sport? Music? Meal? _____
- 2 What is something most people might not know about you that you would like them to know? _____
- 3 What do you hope to be doing five years from now? _____
- 4 If someone were to describe one of your strengths, what would they say? _____
- 5 What "thing" are you? _____
- 6 If there were something in the world you could change for the better, what would it be? _____

When you have finished the interview, answer the following questions on your own.

- 1 If you knew the person you interviewed before, what did you know that was new? _____
- 2 What is one thing you and your partner have in common? _____
- 3 What opinions about your partner have you formed based on feeling or intuition rather than fact? _____

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BUILDING SKILLS BEYOND THE LESSON

Gives ▶ Gets!

REINFORCEMENT

APPLYING Ask students to draw two columns on a piece of paper. They should label the left column "Gives" and the right column "Gets." Under "Gives," they should describe what they personally are willing to do to help create a positive classroom environment. Under "Gets," they should describe how they might personally benefit from such a classroom.

Conduct a Poll!

APPLYING As a way for students to learn more about their classmates, ask them to work in groups of two or three to conduct a poll of their classmates. Each group should think of a theme, such as favorite sports or use of social media. They should write 5 to 10 questions, conduct the poll, add up the results, and present a short report to the class.

Decorate the Classroom!

ENRICHMENT

APPLYING Have the students work in small groups to be responsible for creating displays for one of the bulletin boards in the classroom. Have them decide on a theme, such as favorite musicians. Then have them collect photos, articles, and information to turn into bulletin-board displays.

Plan a Party!

APPLYING Ask students to plan a classroom activity that will help them get to know one another. For example, they could plan a Friday party with students responsible for bringing in their own healthful dishes to contribute.

Standards of Behavior

In this lesson, students will develop standards of behavior that help create a positive learning community. Developing norms of behavior gives students ownership of their learning environment that includes all the students as they work on a service-learning project.

SEL COMPETENCIES

Self-management
Relationship skills
Responsible decision-making

SKILLS controlling one's impulses, respecting diversity, understanding social and ethical norms of behavior

PREPARATION

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

MATERIALS

- ✓ Service-Learning Handout 5: Standards of Behavior
- ✓ Chart paper
- ✓ Markers

CLASSROOM CONFIGURATION

- D** whole class **C** individuals
- P** small groups **A** individuals

OBJECTIVES

Students will

- ✓ Understand the importance of standards of behavior in developing a positive learning community that will work cooperatively on service projects in *Lions Quest Service-Learning*.
- ✓ Work together to develop and agree on standards of behavior that everyone in the class agrees on.
- ✓ Develop consequences for the standards of behavior. The consequences are intended to be learning experiences and not punishment.



DISCOVERING

8 MINUTES



INSTRUCTION

Students share thoughts on diversity within a community.

ASK: *Think back to the interviews and introductions you did in the previous lesson. What interests are shared by people in this class?*

- *What are some different strengths or abilities that individuals bring to the class?*
- *What advantages would there be if everyone in this community—the classroom—were similar? What problems might arise?*
- *What would be the advantages of a community where people have different strengths and experiences? What problems might arise?*

Point out that through their interviews and introductions, students learned ways in which classmates can contribute to the class. Just as athletes on a team have individual roles, everyone in the class can contribute in a special way. Emphasize that while similarities are important, differences also strengthen the class. Explain that by tapping into everyone's knowledge and skills and working as a team, the class can accomplish many positive things together.



CONNECTING

10 MINUTES

ACTIVITY 1

Students think about and describe a positive learning environment.

Tell students that they will be setting the ground rules for classroom behavior. Hand out and ask the students to read and complete **Service-Learning Handout 5: Standards of Behavior**. The handout asks them to think about a classroom environment in which they would feel comfortable and respected—an environment that would encourage them to learn and participate.

Discuss standards of behavior.

When students have completed the handout, ask volunteers to share the characteristics they listed. List key ideas on the board. Examples might include characteristics such as treating each other with respect, being included in activities and feeling accepted, and being able to disagree with one another without getting angry.

Point out that the characteristics students identify can serve as guidelines for standards of behavior in the classroom. Guide students to include characteristics that would lead them to develop some standards that you consider essential.

ASK:

- *What are some advantages of everyone's helping to determine the standards of behavior for the class?*

- *What are some advantages of everyone’s agreeing on standards of behavior?*

Point out that setting class standards is a major step in building community.

P PRACTICING 20 MINUTES

ACTIVITY 2

Small groups identify basic standards of behavior for the classroom.

Divide the class into groups of five and have each group select a Recorder and a Reporter. Post chart paper for each of the groups to use, and give each group a marker. Ask the groups to consider the guidelines listed on the board and write on the chart paper five standards of behavior that would help create a positive learning environment and sense of community in the classroom. Caution students to word the standards in positive terms whenever possible. For example, instead of saying, “Don’t interrupt,” they might say, “Allow others to express their opinions without interruption.”

Ask each group to write a one-sentence description of what it hopes to accomplish with its standards. For example: “These standards will help make this classroom a place where everyone is respected, supported, and treated fairly.” Explain that later the class will combine the ideas expressed in the sentences into a single goal.

Reporters share group lists with the class.

Have reporters read the standards listed by their group. Request that they not repeat standards someone has already stated. List the standards on the board.

Students agree on the final list.

Have the class combine similar standards and delete those that are too specific. Aim for a final list of five to seven standards. Write these on chart paper. Then ask students to discuss their one-sentence descriptions of what they would like to accomplish with their standards. Help students form a single goal from their descriptions. Write the goal on chart paper.

Students agree on ways to maintain the class standards and on the consequences of not respecting them.

ASK: *What are ways in which you can help one another followed the agreed-upon standards?*

- *Can you suggest consequences for not maintaining those standards? (Examples might include apologizing orally or in writing or creating a poem or poster that illustrates the importance of a certain standard. Make sure students understand that the object of the consequence is learning, not punishing.)*

Discuss when and why the class might change an existing standard or add a new one. Consider setting aside a specific time each week to review how well the standards are being maintained and if they should be amended. Finally, have students sign the chart paper list to confirm their acceptance of the standards.



Community Connection

Ask students to think of and observe some of the important standards of behavior in their community. Have them work in pairs to identify three standards of behavior. For example, one standard might be eating healthy foods. For each standard, they should describe ways in which the standards are communicated. Are there signs in the community? Are there community discussions about them? Ask for pairs to present short reports about community standards of behavior.



Family Connection

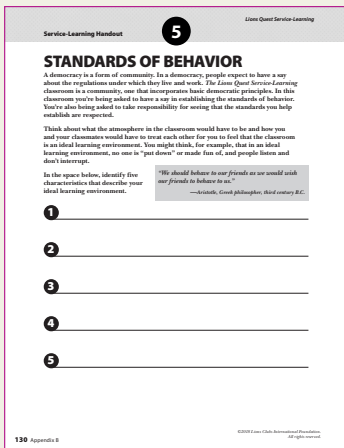
Have students think about and explain some of the standards of behavior in their own family. Are they expected to help with household chores? Are there limits on the amount of TV they can watch every day? Ask the students to write in their Learning Logs about some of the standards of behavior in their family.



Applying Across the Curriculum

SCIENCE/TECHNOLOGY One of the major issues with social media, such as the smartphone, is appropriate standards of behavior. Ask students to brainstorm some of the issues, such as cyberbullying, that surround the use of social media. Then have students work in pairs to develop standards of behavior for using social media and plans for communicating those standards to other people. Have volunteers present the results of their discussion to the class.

 **Service-Learning Handout 5:**
Standards of Behavior



Reflecting

Ask students to reflect on the activities in this lesson by answering the following questions in their *Service-Learning Logs*. Then discuss the questions.

What?	What is meant by standards of behavior? What are some examples of standards?
So what?	Why can standards of behavior help create a positive learning community in the classroom? How do you feel about the standards of behavior that your class has developed?
Now what?	How do you think the standards that you developed will help your class carry out a successful service-learning project?

A APPLYING 2 MINUTES

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

- *How well are you following the standards of behavior that your class developed?*
- *Do you think that any of the standards need revising? Which one or ones? Why?*

ASSESSING

PRACTICING (INFORMAL FORMATIVE ASSESSMENT) After students have completed the Connecting Activity and the Practicing Activity, informally assess their understanding of the concepts in the lesson:

- How well did everyone in the class contribute to the development of standards of behavior?
- How well do students understand the consequences for not following the standards?

APPLYING (FORMAL FORMATIVE ASSESSMENT) Review the students' answers in their *Service-Learning Logs* to the questions under Reflecting. How relevant are their examples to the points they are making? How well do they understand that they have a responsibility to follow the standards of behavior?

BUILDING SKILLS BEYOND THE LESSON

Turn the Standards into Art!

REINFORCEMENT

APPLYING Ask for student volunteers to make an artistic representation of the standards of behavior that the class has agreed on. For example, they could make a poster listing all the standards. You might also have students sign the poster to show they agree to the standards.

Write in Your Learning Log!

APPLYING Have the students observe themselves and write in their *Service-Learning Logs* about how well they are following the class's standards of behavior. Is there a standard that they carry out particularly well, such as expressing themselves? Is there an area in which they could stand some improvement, such as listening to others?

Write a Fable!

ENRICHMENT

APPLYING Explain that a fable is a simple story that teaches a moral or lesson. Ask students to choose one of the class's standards of behavior and write a fable in which one of the characters learns the value of the standard. The learning becomes the moral of the fable.

Write a Poem for Children!

APPLYING Ask students to work in pairs to select one of the class's standards of behavior and write a poem that teaches the value of the standard to an audience of young children. Encourage students to build humor into their poem.

Working Together

In this lesson, which may take two class periods, students focus on cooperation and teamwork. Through structured activities, they analyze the behaviors that help people work together. In the process, they gain the awareness that each person in the class has something of value to contribute and that the class cannot be successful without everyone's engagement and participation.

SEL COMPETENCIES

Self-management
Social awareness
Relationship skills

SKILLS working toward and achieving goals, respecting diversity, building healthy relationships, including those with diverse individuals and groups

PREPARATION

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

MATERIALS

- ✓ *Service-Learning Handout 6: Behaviors That Promote or Inhibit Teamwork and Problem Solving*
- ✓ *Service-Learning Handout 7: The Five Stages of Development*
- ✓ *Service-Learning Handout 8: Sequence Cards*
- ✓ Stack of newspapers
- ✓ Masking tape

CLASSROOM CONFIGURATION

- D** whole class/small groups
- C** whole class **P** small groups
- A** individuals

OBJECTIVES

Students will

- ✓ Understand behaviors that promote or inhibit teamwork and problem solving
- ✓ Understand the five stages of development that groups go through
- ✓ Practice developing behaviors that contribute to the effective functioning of groups



DISCOVERING 8 MINUTES



INSTRUCTION

Explain the purpose of this session.

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

To identify effective ways to work together

Explain that becoming a community and working together on service-learning projects require knowing how to cooperate. Point out that almost everyone has been frustrated working in a group with people who did not know how to work together. Indicate that today the class will complete some simple projects and talk about what it takes for a group to work together successfully.

Groups complete and discuss a simple cooperative activity.

Ask students to form groups of approximately 10. Tell each group that it has two minutes to arrange itself in the order of members' birthdays—by the year, month, and day. **ASK:**

- *What problems did you encounter?*
- *What were some ways people cooperated?*
- *What would help you work together better next time?*

Guide students to see that this activity required everyone to share information and cooperate—to operate as a team. Explain that they will learn more about what makes a good team.



CONNECTING 10 MINUTES

ACTIVITY 1

Students analyze characteristics of good teamwork.

Hand out **Service-Learning Handout 6: Behaviors That Promote or Inhibit Teamwork and Problem Solving**. Ask a volunteer to read the handout aloud while the class follows along. After students have read the handout, **ASK:**

- *How many of the behaviors described in the handout resemble behaviors you saw in your group?*
- *What similarities, if any, are there between our class standards and those that helped the group work together?*

Explain the stages of group development.

Point out that most groups go through five stages as people become accustomed to working together. Hand out **Service-Learning Handout 7: The Five Stages of**

Community Connection

Explain to students that many services in a community depend on effective teamwork, and ask them to give examples, such as firefighting or police protection. Then have students work in small groups, with each group researching one function in the community in which people have to form effective teams. What are the different roles in the teams? How do people receive training in teamwork?

Family Connection

Have students plan a family function, such as a picnic, with other members of their families. Ask the students to take the lead in making sure that each member of the family has a specific task, such as arranging transportation, finding a site, and preparing food. Give students the opportunity to report to the class on their family function.

Applying Across the Curriculum

HISTORY Explain to students that Henry Ford once said, “Coming together is a beginning. Keeping together is progress. Working together is success.” Have students work in pairs to do research and find one outstanding example from U.S. history or world history of a time when people worked together to solve a serious problem. Students should write a short composition in which they describe the successful example of teamwork.

Service-Learning Handout 6:

Behaviors That Promote or Inhibit Teamwork and Problem Solving

Service-Learning Handout 6

BEHAVIORS THAT PROMOTE OR INHIBIT TEAMWORK AND PROBLEM SOLVING*

Promote Teamwork and Problem Solving	Inhibit Teamwork and Problem Solving
IDEA PERSON "Here's another way to look at it."	BIG TALKER "Long on talk, short on thought."
OPEN-MINDED "I'm happy to listen to both sides."	NONCOMMITTAL "I'll leave the group decide."
RISK TAKER "I'll give it a try."	REBEL WITHOUT A CAUSE "Change for the sake of change."
REALIST "We need to consider that..."	"NO!" IT ALL "I'll never do that."
MEDIATOR "You both have a point. Is there a compromise?"	WHIFFY "I agree with you both, I just can't make up my mind."
FIRM IN CONVICTION "After hearing all the ideas, I have to hold my ground."	SINGLE-MINDED "If I can't sink the ship then fix the leak your way."
TASK CENTERED "We've got a job to do."	WORKAHOLIC "Let's meet again at 5:30 to work on this."
KNOWS THE TERRITORY "There are some policies we should consider."	BY THE BOOK "We can't do that around here."
FOLLOW THROUGH "I'll be glad to start on..."	EAGER BEAVER "Let's skip waiting time talking and do something [something hot plan]!"

*Adapted from Skills Development Consultants, Group Process & Workshop Center by and for the People of West River, Florida.
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Development. Ask a volunteer to read it aloud. Point out that some of the stages may last only a day, while others may take several weeks. **ASK:**

- *Which stage has this class completed?*
- *What might be ahead?*
- *What skills do you think you will need to deal with the next stages?*
- *How can your listening skills help you cope with conflict?*

Explain that now they will have a chance to apply what they've learned about group behavior.

PRACTICING 20 MINUTES

ACTIVITY 2

This part of the lesson includes two Activity Options in which students practice their teambuilding skills. For each activity, divide the class into teams of five. Have each team choose an Observer to take notes on how well the team works together.

Introduce Activity Option 1: Building a Bridge

Give each team a stack of newspapers and a roll of masking tape. Explain that the goal for each team is to work together for 10 minutes to build a freestanding bridge at least one foot (30 cm) high and one foot (30 cm) wide. The bridge must be strong enough to support a paperback book. Remind the teams to apply what they have learned about teamwork. When the time is up, invite teams to show their results. Then ask the Observer to report on how well the team worked together.

Introduce Activity Option 2: Washing Your Hair

Make copies of **Service-Learning Handout 8: Sequence Cards** and cut the sheet into separate cards. Give a complete set of cards to each group in random order. The cards describe the directions for washing a person's hair. Ask each group to put the cards in order. While group members must share the information on their card, caution them to look only at their own card and not allow anyone else to see it. When groups are ready, have a representative of each group read the group's cards in order. Ask members of any group that chose a different sequence to explain why. Then ask the Observer to report on how well the team worked together.

ASK: *For each group, what did you think were your strengths as a group?*

- *What areas would you like to work on to make stronger?*
- *Did you experience any conflict? How did you resolve it?*

Reflecting

Summarize by pointing out that learning to work as a group takes time and involves trying new skills, making mistakes, talking about what happened, and trying again. Then ask students to reflect on the activities in this lesson by answering the following questions in their *Service-Learning Logs*. Discuss the questions.

What?	What are some of the behaviors that promote teamwork, and what are some of the behaviors that stand in the way? What are the Five Stages of Development that teams go through?
So what?	How can understanding people's behaviors in a group help a group be more effective?
Now what?	What do you think your class needs to do to continue growing along the Five Stages of Development? How can you help the class move in that direction?

A APPLYING 2 MINUTES

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

- *What role do you think you usually play in a group?*
- *What strengths do you bring to a group? What teamwork skills would you like to develop?*

ASSESSING

PRACTICING (INFORMAL FORMATIVE ASSESSMENT) After students have completed the Connecting Activity and Practicing Activity, informally assess their understanding of the concepts in the lesson:

- How well did the groups in the class work together on their group activities?
- What was each group's strength during the activities?
- What skills does the class need to continue progressing along the Five Stages of Development?

APPLYING (FORMAL FORMATIVE ASSESSMENT) Review the students' answers to the Reflecting questions in their *Service-Learning Logs*. How well do they understand the behaviors that are important to effective teamwork? How well do they understand their own responsibilities to a group?



Service-Learning Handout 7:

The Five Stages of Development



Service-Learning Handout 8:

Sequence Cards

BUILDING SKILLS BEYOND THE LESSON

Write in Your Service Learning Log!

REINFORCEMENT

APPLYING Have students write in their *Service-Learning Log* about instances in the next few days when they or others use the behaviors listed in **Service-Learning Handout 6: Behaviors That Promote or Inhibit Teamwork and Problem Solving**.

Do An Interview!

APPLYING Ask students to interview a member of one of the school's teams, such as the football team or the debate team, about what makes them an effective team. What different strengths do different members of the team bring? How do they combine the parts into an effective whole?

Role-Play!

ENRICHMENT

APPLYING Have students work in small groups to develop a role-play situations to show how they solve a problem in a group, such as the problem of one person talking too much. The students should use **Service-Learning Handout 6: Behaviors That Promote or Inhibit Teamwork and Problem Solving** to assign roles to different members of the group.

Write a Character Sketch!

APPLYING Ask students to think about the best teammate they've ever had. Maybe they were on a basketball team that had a strong leader. Have them write a one-paragraph character sketch about that person. What made him or her so effective in a group? Ask volunteers to read aloud their character sketches.

An Experience in Service

This lesson, which may take two class periods, provides students with insights into and practical hands-on experience with service-learning. Through a group service-learning experience, students reach out and make a positive impact on their school or community. At the same time, the service activity is a shared experience, helping students get to know one another better and bringing them closer together.

SEL COMPETENCIES

Social awareness
Relationship skills

SKILLS working toward and achieving goals; recognizing family, school, and community supports; building healthy relationships, including those with diverse individuals and groups

PREPARATION

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

Determine what the introductory service-learning experience will be and, if necessary, make arrangements for a guest speaker who is involved in the service that the students will be engaged in. The speaker can provide background information on the service and an overview of what the students will be doing.

MATERIALS

- ✓ Service-Learning Handout 9: The ABCs of Service
- ✓ Service-Learning Handout 10: Meeting Real Needs
- ✓ Chart paper
- ✓ Markers

CLASSROOM CONFIGURATION

- D** whole class **G** small groups
- P** whole class/individuals
- A** individuals

OBJECTIVES

Students will

- ✓ Form a definition of service-learning based on what they learned so far in *Lions Quest Service-Learning*
- ✓ Understand the two different models and three different kinds of service-learning
- ✓ Carry out a group service-learning project that the teacher has selected for them

D

DISCOVERING

8 MINUTES



INSTRUCTION

Explain the concept of service-learning.

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

To learn about service-learning and take part in an introductory service-learning experience

Explain that service-learning has been defined slightly differently by various people and groups. One definition is that service-learning is an educational methodology that allows students to learn and apply knowledge, skills, and experience in real-world settings. Another definition is that of the United States Alliance for Service-Learning in Education Reform, which says that service-learning is “a method by which young people learn and develop through active participation in thoughtfully organized service experiences.”

SAY: *I would like you to form your own definition of service-learning.*

(Possible definition: Service-learning means learning, growing, and gaining understanding and skills by helping others. It is a way for you to connect with the community and to connect what you're learning in school with what's going on in the real world.)

Lead a discussion of service-learning, and write definitions on the board. Guide students in narrowing down their definition. Once students have arrived at a definition of service-learning that is clear to them, write it on chart paper and post it in the classroom.

C

CONNECTING

10 MINUTES

ACTIVITY 1

Students demonstrate their understanding of service-learning.

Hand out **Service-Learning Handout 9: The ABCs of Service**, and walk students through it. To make sure they understand the different types and models of service, **ASK:**

- *What is the major difference between projects and placements?*
- *What is a major difference between direct and indirect service?*
- *How is advocacy different from both direct and indirect service?*

Ask students to form groups of five or six. Have each group read the instructions for and complete Part C of **Service-Learning Handout 9: The ABCs of Service**. Ask one member of each group to share his or her group's answers with the rest of the class.

Students brainstorm what makes a good service-learning experience.

Explain that not all service-learning experiences are entirely successful. Hand out **Service-Learning Handout 10: Meeting Real Needs**, and ask a volunteer to read it aloud. Ask students to suggest some factors that might help make a service experience successful. Write these on the board or on chart paper. Guide students to include the following in the list:

- Addresses a real and important local, national, or worldwide need
- Is not already being addressed by another group, especially a school group
- Is interesting and challenging
- Connects teenagers to their neighborhood and the adults who live there
- Allows teenagers to develop new skills, attitudes, and knowledge
- Requires little or no money
- Can be achieved within the time available
- Has a positive effect on the lives of others

P PRACTICING 20 MINUTES

ACTIVITY 2

Students prepare for a service-learning experience.

Tell students what their service-learning experience will be and why you chose it. Explain that you have selected the project or placement this time because you know the need is there and you want to draw the class together around a common goal. Point out that in the near future, students will be able to select other projects or placements.

If you have invited a guest speaker, introduce him or her now. Be sure to mention the role that the speaker plays relative to the project or placement. Encourage students to ask the speaker questions to help clarify any part of the explanation they do not fully understand.

Discuss the upcoming service experience.

After the speaker leaves, discuss the upcoming service experience with students.

ASK:

- *What is the purpose of this service experience? (Clear up any misconceptions and guide students to be realistic about what they might accomplish.)*
- *Why is this particular project or placement necessary? What has made it necessary?*
- *What skills and knowledge do you think you might need for this service experience?*
- *What are some ways this service experience will benefit others?*
- *How might the service experience have a positive influence on this class?*
- *How can we avoid or handle the problems that might occur?*
- *What are some things we might learn from the service experience?*

Students participate in an introductory service-learning experience.

Students spend at least one class period performing their service activity.



Community Connection

Have students do research on the web sites of agencies in their community that provide services, such as Meals on Wheels. Have them record what the address of the web site is, what information it contains, and how it attracts volunteers. Then have the students combine their research into a guide of web sites that people in their community can find for important services.



Family Connection

Have students ask family members whether they have ever volunteered for service organizations in the community. If so, the students should interview one family member who has participated in such activities. What drew the family member's interest in volunteering? What services did he or she perform? How did he or she reach out to people? Have volunteers report on their findings to the class.



Applying Across the Curriculum

MATH Ask students to approach a service organization in their community and find out how the organization keeps tabs on and reports the results of their efforts. Do they record the numbers of people who have been contacted? Do they keep track of the number of hours that volunteers spend on activities? If possible, have students bring to class a report issued by organizations that showed numerical results of their activities.

Service-Learning Handout 9:
The ABC's of Service

Service-Learning Handout 9
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THE ABC'S OF SERVICE

1 The Two Models of Service
In this program, there are two models of service: projects and placements.

PROJECTS
• Service-learning projects generally are initiated and planned by students with the guidance of a teacher.
• One person or more can work on one service-learning project.

PLACEMENTS
• Service-learning placement activities are carried out in pre-existing, structured settings outside the classroom.
• Actual responsibilities are generally determined primarily by the placement organization or agency.
• Several students may be assigned to the same agency or organization, but they complete individual assignments.

2 The Three Types of Service
The three types of service are direct, indirect, and advocacy.

DIRECT SERVICE
• Involves face-to-face contact with those being served.
• Includes both projects and placements.
Example: Program—working in a soup kitchen or community garden; delivering books to a school that lacks these.
Placement—meeting a caregiver while working with students; partners in Special Olympics; working with residents of a nursing home.

INDIRECT SERVICE
• Requires hands-on involvement in service activities.
• Does not include face-to-face contact with those being served.
Example: Fund-raising campaign for the homeless.

ADVOCACY
• Does not require face-to-face contact with those being served.
• Involves speaking out on behalf of an issue or cause.
Example: Letter-writing and poster campaigns.

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Service-Learning Handout 10:
Meeting Real Needs

Service-Learning Handout 10
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MEETING REAL NEEDS

At the end of September, students in the freshman social studies class at Orion High School voted on one-day service projects. They decided to offer two hours of weekend-making leaves, pulling weeds, painting fences, stacking firewood in exchange for an \$8.00 donation to a local food pantry. They scheduled a few jobs but were disappointed and puzzled by the lack of response.

Three students volunteered to find out why their project had only limited success. They didn't have to look farther than the local paper. The September 15 edition featured the CRDP with being held the weekend before their own project. Participants collected pledges for the number of miles walked and part of the money would be donated to food pantries, including the one a mile from the school.

In addition, for six weeks in a row, the first page of the Saturday classified ads carried an announcement for a new yardwork business operated by students at a nearby college. For only \$1.00 more than the high school students were charging, the ad promised "experienced, bonded workers."

The committee put together a handout for the class with copies of the CRDP article and the ad for yard services. At the bottom of the page, in letters cut out of the newspaper, were the words, "Research first!"

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Reflecting

Ask students to reflect on their service-learning experience by answering the following questions in their *Service-Learning Logs*. Then discuss the answers.

What?	What are two different models of service-learning projects? What are the three different kinds of service-learning?
So what?	What kind of service-learning project did we do in class as an experiment? How did the project succeed? How do you think it was beneficial? What would you have done differently?
Now what?	What did you learn from the experience that you can apply to your next service-learning experience?

A APPLYING 2 MINUTES

Alert students that in the next lesson, they will reflect on what they experienced and learned from their service project or placement. Request that to prepare for the next lesson, they each discuss the experience with an adult of their own choosing. During the discussion, they should share with the adult what the service experience was, when it took place, who participated, and one way they learned or changed an opinion. Have students write their reactions to the discussion in their *Service-Learning Logs*.

ASSESSING

PRACTICING (INFORMAL FORMATIVE ASSESSMENT) Informally assess students' understanding of service-learning:

- How well did members of the class define their goals for the service-learning project?
- Did the students achieve their goals in the service-learning project?

APPLYING (FORMAL FORMATIVE ASSESSMENT) Review students' answers to the Reflecting questions in their *Service-Learning Logs*. How well do they understand what service-learning is? How well did they take responsibility for carrying out part of the project? How well did they express learnings or takeaways from the project?

BUILDING SKILLS BEYOND THE LESSON

Identify Feelings!

REINFORCEMENT

APPLYING Ask the students to write in the *Service-Learning Logs* about their feelings about the service-learning project that they just completed. Did they enjoy the experience? Feel challenged by it?

Write a Post!

APPLYING Have students write about their service-learning experience in a 140-character post for social media. They will need to think carefully about how to communicate what they did—and the impact that it had.

Write an Argument!

ENRICHMENT

APPLYING Ask each student to select an issue that he or she is personally concerned about and write an argument for why this issue should be addressed. Explain that the argument, which should be about one page, should explain why the student selected the issue and how it is relevant to the school, community, nation, and/or world community.

Create Art!

APPLYING Ask students to create an illustration that shows what they did in their service-learning project during this lesson. The illustration should clearly show an action, and it may include either a caption or a dialogue among characters.

Reflecting on Service

In this lesson, students reflect on their introductory service experience, discussing what they have learned and what they can do with what they have learned. Many of the positive outcomes of a service-learning experience depend on a strong component of reflection. Examining and evaluating their experience helps students recognize the value of service, both for others and for themselves. The lesson generally can be completed in one class period.

SEL COMPETENCIES

Self-awareness
Self-management
Relationship skills

SKILLS setting realistic goals; motivating oneself; working toward and achieving goals; communicating clearly; working cooperatively

PREPARATION

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

Read **Service-Learning Handout 11: Reflection**.

MATERIALS

- ✓ *Service-Learning Handout 11: Reflection*

CLASSROOM CONFIGURATION

- D** whole class **C** whole class
- P** small groups **A** individuals

OBJECTIVES

Students will

- ✓ Learn the skill of reflecting effectively on their service-learning experience
- ✓ Reflect on their service-learning experiences
- ✓ Learn the skills of participating in a small-group reflective discussion



DISCOVERING 8 MINUTES


INSTRUCTION

Explain the purpose of the lesson.

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

To begin practicing reflective thinking on a service-learning experience.

Explain that one of the most important components of service-learning is reflection. Remind them of the three stages of reflection—What? So what? and Now what?

Students share adult reactions to their service experience.

Ask volunteers to tell what happened during their Lesson 5 homework assignments to share their service experience with an adult. **ASK:**

- *What was the adult's experience with the issue your service activity addressed?*
- *What was the adult's reaction? Why did he or she react that way?*
- *What advice did the the adult offer for future service-learning projects?*



CONNECTING 10 MINUTES

ACTIVITY 1

Set guidelines for the lesson.

Explain that certain ground rules should be observed during this lesson. Using the information in **Service-Learning Handout 11: Reflection** as a basis, determine with students what the guidelines for the lesson should be.

Students report on their service experience.

Ask students to explain what they experienced during their service activity. **ASK:**

- *What did you observe when you first arrived at the site?*
- *What were some of your first impressions?*
- *What work did you do during the service experience?*
- *What did you accomplish during your service experience?*



Community Connection

Ask students to interview an adult who is a volunteer for a service organization in their community. The focus of the interview should be on how volunteers reflect on and try to improve their services. Do they have regular discussions about their projects and actions? What advice do they have for the student about effective ways in which to reflect upon their activities?



Family Connection

Ask students to have a one-on-one discussion with a family member about the service-learning project that they just completed. The students should describe the goals of the project and the actions that they took. They should encourage discussion by asking the family member to give feedback and express their thoughts about the project. Then they should discuss needs in the community that could be other service-learning projects.



Applying Across the Curriculum

SCIENCE/CONSERVATION One field for service that students might be interested in exploring is science and conservation. Ask them to explore the possibilities for service projects in this field. Could they help to plant trees? Plant rain gardens? Volunteer at a local farmers' market? Have the students do research and report back to the class on the possibilities.

Students analyze their service experience.

Ask students to think about what they and others gained from the service experience. **ASK:**

- *What was the most rewarding task you accomplished during the service experience? The most challenging task you performed?*
- *What skills did you use?*
- *What knowledge did you use? From which classes/subject areas did that knowledge come?*
- *What did you learn about yourself?*
- *Did the service experience go as you expected? Why or why not?*
- *Did any of the problems you anticipated occur? If not, why? If so, how were they resolved?*
- *What would you change about the experience?*



PRACTICING 20 MINUTES

ACTIVITY 2

Explain what a reflective group discussion is.

Explain to students that one of the most powerful tools for reflecting on service-learning experiences is the reflective group discussion. Have students look again at **Service-Learning Handout 11: Reflection**. Direct their attention to the section titled “Facilitating a Reflective Session.” Discuss the Guidelines, the Questions That Prompt Reflection, and the Affirmations That Support Reflection. Clarify that *affirmations* consist of positive and supportive statements that encourage members of a group to contribute their talents toward the group’s goal.

Have group discussions about the service-learning experiences.

Divide the class into groups of four or five students. Have each group decide on a Facilitator, who will lead the discussion, and a Recorder, who will record the key points made during the discussion. The other members will be the Participants. Have each group reflect on the service-learning experience. **ASK:**

- *What are some things you still need to know about the service-learning site and the experience?*
- *How do you think you can find out more about the service-learning site and the experience?*
- *What other skills and information would have been helpful during the experience?*
- *What can we do in class to further our learning about the experience?*
- *What does this experience mean for you tomorrow? Farther in the future?*

Each discussion should last 10 to 15 minutes. Then ask the Recorder from each group to report to the class on the key points that the group made during the discussion.

Reflecting

Ask students to reflect further on their service-learning experience by answering the following questions in their *Service-Learning Logs*. Then discuss the answers.

What?	What are some facts or insights you gained from the service experience?
So what?	How did people helped by the service react? How well did the class work together? What did you learn about the skills and abilities represented in this class?
Now what?	What kinds of services would you like to be involved in? What needs in your school or community would you like to address?

A APPLYING 2 MINUTES

Write the following questions on the board, and ask students to respond to them in their *Service-Learning Logs*. **ASK:**

- *What did you personally gain from your service experiences?*
- *What did you contribute to your service experience?*
- *What will you remember about the experience?*
- *What might you do differently next time?*

ASSESSING

PRACTICING (INFORMAL FORMATIVE ASSESSMENT) Informally assess students' ability to reflect on their service experience:

- How well did each student contribute to the class discussion and small-group discussion about the service-learning experience?
- If some students seemed hesitant to participate, how can you and others encourage them to participate?

APPLYING (FORMAL FORMATIVE ASSESSMENT) Review students' answers to the Reflecting questions in their *Service-Learning Logs*. How well did they reflect on their service-learning experience? Have they explained what kind of service project they would like to pursue?

Service-Learning Handout 11: Reflection

11

Lions Quest Service-Learning

REFLECTION

The Importance of Reflection
Throughout the Lions Quest Service-Learning course of study, you will reflect on your service and other program experiences to build and strengthen your skills. You will also have opportunities to reflect on your service-learning in many other ways, including the following:

- Reflection journals
- Formal essays
- Events, projects, or research papers
- Visual arts, drawings, paintings, photo essays, or videos
- Performing arts, including songs, dances, skits, plays
- Storyboards
- Podcasts

Learning Logs, however, are not the only method of reflection. You will also have opportunities to reflect on your service-learning in many other ways, including the following:

- Reflection journals
- Formal essays
- Events, projects, or research papers
- Visual arts, drawings, paintings, photo essays, or videos
- Performing arts, including songs, dances, skits, plays
- Storyboards
- Podcasts

Participating in a Reflection Session?
When you participate in a group discussion to reflect on your experiences, keep these guidelines in mind:

- Arrive in the group early to get started.
- No hand raising is necessary.
- Use appropriate language.
- Be respectful, open-minded, and use humor to lighten serious issues.
- You have a right to pass when you do not want to speak on a given question.

Questions that Prompt Reflection
When you use the Service-Learning Log to participate in reflection after sessions, keep these questions in mind to help you think about your experiences:

- What do you think important experiences happened during the service-learning?
- What evidence do you have about that?
- What did the experience remind you of?
- Do you see a connection between this and other experiences?
- How else could you have approached the experience?
- What did you learn from the experience?

Affirmation That Supports Reflection
It is always a good idea to give yourself positive messages about your experiences. Here are some things you can use to yourself as you reflect on your service-learning experiences.

- You can do it.
- I like talking like this.
- You can give it your own place.
- You can experiment and explore. I will help you.
- You can learn from what doesn't work for you.
- Your reflections are important.

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BUILDING SKILLS BEYOND THE LESSON

Make a Scrapbook!

APPLYING Have students work in small groups to prepare a scrapbook about the service-learning project they have just completed. They can use photographs, illustration, drawings—anything that will illustrate the project.

REINFORCEMENT

Illustrate the Affirmations!

APPLYING Ask students to work in pairs to illustrate the Affirmations That Support Reflection on **Service-Learning Handbook 11: Reflections**. They can take the statements listed on the Handout and make a poster that illustrates those statements.

Research a Local Hero!

APPLYING Ask each student to research a local hero—a person who has worked to make the community a better place. For example, it could be someone who pushed the town or city to build new bike paths. The students should do research and then write a short biography of the person.

ENRICHMENT

Plan a Follow-Up!

APPLYING Ask each student to plan a follow-up to the service-learning project that they just completed. They should develop a plan for evaluating how effective their efforts were. In their plans, they should identify a time frame and specific steps they can take to follow up.

STEP 1	Step 2	Step 3	Step 4	Step 5
INVESTIGATION	Preparation and Planning	Action	Reflection	Demonstration and Celebration

Five Steps of Service-Learning

STEP 1: INVESTIGATION

In the first six lessons of *Lions Quest Service-Learning*, students have been introduced to service-learning. They have learned about the purposes of service-learning, the characteristics of a positive learning community, and the skills of effective group work. They have also completed a service-learning experience on a project chosen by their teacher.

In the next phase of *Lions Quest Service-Learning*, students will implement a high-quality service-learning project to meet a school or community need that they themselves identify. The structure for this project is comprised of five steps of high-quality service-learning.

Step 1: Investigation

Step 2: Preparation and Planning

Step 3: Action

Step 4: Reflection

Step 5: Demonstration and Celebration

STEP 1: INVESTIGATION

This section of *Lions Quest Service-Learning* covers Step 1: Investigation. Students, with guidance and support from the facilitator:

- Discover and make visible to the class their talents, skills, and interests that will be helpful in carrying out a service-learning project by using their social and emotional skills of listening to and interviewing each other and posting the skills in a visible place.
- Identify a range of needs in the school and community that align with their talents, skills, and interests.
- Research reasons why the needs exist through interviews, surveys, and various media.
- Collaborate with school and community partners who are interested in addressing the needs.
- Narrow the list of needs around which to develop service-learning project ideas.
- Begin to document the service-learning process by writing journals, taking pictures and videos, and keeping a record of the experience to share as part of the demonstration and celebration step.

STEP 1	Step 2	Step 3	Step 4	Step 5
INVESTIGATION	Preparation and Planning	Action	Reflection	Demonstration and Celebration

- Begin to reflect on individual learning and the effectiveness of the group process.
- Brainstorm potential service-learning project idea that could potentially meet the needs they have identified.

Example of a Service-Learning Project

Step 1: Investigation

At the beginning of each step of a service-learning project, *Lions Quest Service-Learning* will provide an example of how a project unfolded in five steps. The following example describes the Investigation step of the project.

Example

The students began the project by discovering the talents, skills, and interests that they could contribute to a project. They found that their classmates had a range of abilities, including public speaking, creative writing, organizing, the arts, research, technology expertise, and mathematical skills.

The class decided to focus on the needs of the school and identified several needs related to the school grounds. Ideas in the brainstorming session included beautifying an area outside the cafeteria with native plants, cleaning up litter around the school, and planting flowers and building bird feeders to attract wildlife. They interviewed school staff, parents, and community members about the need they had chosen to address and gathered their ideas for improving the school grounds and reducing amount of trash at school.

Overview of Step 1

Step 1 of *Lions Quest Service-Learning* consists of four lessons.

Lesson 1: Identifying the Need for Action

Lesson 2: Assessing Personal Interests, Skills, and Assets

Lesson 3: Exploring Social Responsibility

Lesson 4: Interviewing Socially Responsible Members of the Community

LESSON

1

Identifying the Need for Action

This lesson helps students explore personal issues of concern in their school, community, and the larger world. As students prepare to research these issues, they will be introduced to important information-gathering and research skills. Students prepare for this lesson by bringing in examples of articles and pictures that show issues of concern that they might want to focus on in their service-learning project. This lesson may take two class periods to complete.

SEL COMPETENCIES

Self-awareness
Self-management
Relationship skills

SKILLS setting realistic goals; motivating oneself; working toward and achieving goals; communicating clearly; working cooperatively

PREPARATION

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

Fill out **Service-Learning Handout 12: Research Plan and Findings**

Ask students to look for and bring in examples of articles and pictures that show issues of concern that they might want to focus on in their service-learning project.

MATERIALS

- ✓ *Service-Learning Handout 12: Research Plan and Findings*
- ✓ *Service-Learning Handout 13: Research Summary and Conclusions*
- ✓ Articles and photos that students bring in about issues
- ✓ Chart paper
- ✓ Marker
- ✓ Note cards

CLASSROOM CONFIGURATION

- D** whole class
- C** whole class/small groups
- P** whole class/individuals
- A** individuals

OBJECTIVES

Students will

- ✓ Identify specific personal issues of concern in the school, community, or world at large
- ✓ Generate research questions about a specific area of concern
- ✓ Plan an individual research project for a personal issue of concern

D DISCOVERING 8 MINUTES

INSTRUCTION

Explain the purpose of the lesson.

Explain that for the next few lessons, the class will be exploring the concepts of personal and social responsibility and choosing an individual short-term service project or placement. Then write on the board the purpose of this lesson as it applies to the student:

To examine and prepare to research local and global issues of personal concern in preparation for choosing individual service projects or placements.

C CONNECTING 10 MINUTES

ACTIVITY 1

Students share the articles and pictures they brought to class.

Ask students to move around the room and ask their classmates about the articles and pictures they brought to class. The objective is to find classmates who have an issue of concern similar to their own. For example, students concerned about the elderly would join together, as would those concerned about violence.

Groups generate lists of possible research questions about specific issues of concern.

Ask students concerned with similar issues to sit together in groups. Ask each group what its issue is. List these on chart paper. Keep the list for use later. Have group members share information about their articles, pictures, and issues. As part of the discussion, groups should consider these questions. **ASK:**

- *Why is this issue of deep concern to you?*
- *What is being done to address this issue?*
- *What about this issue is being neglected or ignored?*

Write these questions on the board. Alert students that one member of each group should write down the answers to the questions. A Reporter from each group will be expected to report to the class what was shared.

Ask each group to discuss what additional things members would like to know about the issue. Based on this, generate a list of five to ten possible research

questions. For example, a group concerned with the elderly might include as a question, “What is currently known about the cost of care in the home for the elderly?”

Groups share information and research questions.

Ask each group’s Reporter to tell the class what was shared in his or her group and read the group’s list of research questions. Encourage students to suggest other questions related to the issues.

P PRACTICING 20 MINUTES

ACTIVITY 2

Students choose individual research questions.

Have each student select an issue and one question related to it and write that information, along with his or her name, on a note card. Make sure that students are aware that the issue and question they choose will become their individual research projects. Collect the cards and tape them under or next to corresponding topics already listed on chart paper to display in the classroom.

Walk through Service-Learning Handout 12: Research Plan and Findings

Go over **Service-Learning Handout 12: Research Plan and Findings**, which you prepared as an example. Have students write their chosen questions on their own research plans, which they will be adding to and updating as their research progresses.

Explain that each student is to find information about his or her question from at least three different sources. List these on the board. Examples might include:

- Web sites
- Newspapers
- Television documentaries
- Library references
- Interviews

Then ask students to identify knowledgeable people they might use as sources of information. Examples are Advisory Team members, parents, peers, and school personnel. They can also approach their city council, local government, civic organizations such as Junior League, community service clubs such as Lions and Rotary, and youth agencies and organizations such as the Scouts and Junior Achievement. Emphasize that library references alone do not meet the requirements.

Explain the purpose of Service-Learning Handout 13: Research Summary and Conclusions

Go over **Service-Learning Handout 13: Research Summary and Conclusions** with the students, explaining that they are to use it to organize the information they find and share it with the class. If you have opted to have your students compile portfolios, encourage them to include graphics to help explain their findings, as the materials they produce will become part of those portfolios.



Community Connection

Explain to students that they have been learning about an issue that is important in their own community. Ask them to find out how other communities have dealt with the same issue. For example, mobility for the disabled is an issue in many communities. Perhaps a neighboring community has set up a ride service for the disabled. Have students report their findings back to the class.



Family Connection

Ask students to share with the families the issue that they have been exploring and researching. They should discuss the issue with a family member and explore questions like the following. What is their perspective about this issue? How do they think it affects their community? Does it affect members of their own family? If so, how? To conclude, have students write a paragraph reporting on their findings.



Applying Across the Curriculum

HISTORY Have students research how the issue that they are exploring has played a role in U.S. history. Say, for example, that students are interested in the issue of literacy for recent immigrants to the country. They could do research and report to the class on how the United States educated immigrants in the late 1800s, when a wave of immigrants entered the United States.

Service-Learning Handout 12:
Research Plan and Findings

Service-Learning Handout 12
Learner Quest Service Learning

RESEARCH PLAN AND FINDINGS

Research due date: _____

The issue is: _____

My research question is: _____

I will consult or contact these sources and take these actions:

Source	Date Checked	Action To Be Taken	Results	Follow-Up Action To Be Taken	Results
Local community library	1/23/18	Check online library and available print and digital materials to be made available for circulation for information.	Found 2 separate articles on the issue that will apply to the study for this country.	Interview for the community library and contact community Service Center.	Found 2 more books on the country and related work and contact the Center who supports us going in this country.

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Service-Learning Handout 13:
Research Summary and Conclusions

Service-Learning Handout 13
Learner Quest Service Learning

RESEARCH SUMMARY AND CONCLUSIONS

Research Question: _____

Answer: _____

I consulted these sources: (For printed sources, include author(s), title, page numbers, publisher, and place and date of publication.)

Other people and groups addressing this issue include:

How much are being met:

Unmet due these needs have not been met:

These service-learning experiences might address these unmet needs:

For a service experience, I recommend:

The advantages of this service experience are:

The disadvantages of this service experience are:

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Reflecting

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

What?	What are some of the issues about which people in this class feel strongly? What is happening locally to address these issues?
So what?	Why are these issues important to the community? How might we make a difference by engaging in a service project on these issues?
Now what?	How do we find out the organizations that are actively addressing these issues? How do you think a personal concern translates into social action?

A APPLYING 2 MINUTES

To bring the lesson to closure, ask the class to discuss these questions:

- Why do you think it is useful to have done preliminary research before deciding on a service-learning project?
- How do you think the research you've done will be helpful in planning your service-learning project?

ASSESSING

PRACTICING (INFORMAL FORMATIVE ASSESSMENT) Informally assess students' skills and commitment to researching possible service-learning projects. How well did they engage in research possible projects? How thoroughly did they do their preliminary research?

APPLYING (FORMAL FORMATIVE ASSESSMENT) Review students' answers to the Reflecting questions in their *Service-Learning Logs*. Do they show a good understanding of the role of preliminary research in deciding on a project?

BUILDING SKILLS BEYOND THE LESSON

Create Art!

REINFORCEMENT

APPLYING Ask the students to express how they *feel* about the issue that they are exploring by creating an artistic statement. In other words, why do they feel strongly about this issue? Their artistic statement could be a painting or drawing, a poem, or a short story.

Watch the News!

APPLYING Now that students have done preliminary research on an issue, have them delve into the issue more by watching for a television or online report on the issue. Have them write a paragraph explaining what the report was about and what additional information they learned.

Conduct a Poll!

ENRICHMENT

APPLYING Have students design and conduct a poll on the issue they are investigating. They should write five to ten questions on the issue and then post the poll on social media. They should compile the results and report them to the class.

Research an Organization!

APPLYING As students have been conducting preliminary research on an issue, they may have learned about an organization that has taken the lead on this issue. Have them find out more about the organization and report back to the class about it.

Assessing Personal Interests, Skills, and Assets

SEL COMPETENCIES

Self-awareness
Self-management

SKILLS Accurately assessing one's strengths and limitations; setting realistic goals; motivating oneself; working toward and achieving goals

PREPARATION

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

MATERIALS

- ✓ *Service-Learning Handout 14: Personal Profile*
- ✓ *Service-Learning Handout 15: Job Profile*
- ✓ Chart paper
- ✓ Marker

CLASSROOM CONFIGURATION

- D** whole class
- C** whole class/individuals
- P** whole class/individuals
- A** individuals

OBJECTIVES

Students will

- ✓ Identify their interests, skills, talents, and abilities through self-assessment and create a job profile based on them
- ✓ Identify classmates' interests, skills, talents, and abilities
- ✓ Acknowledge ways in which their interests, skills, talents, and abilities and those of classmates can be used in a service project and in working toward future goals

This lesson helps students identify and assess their interests, skill, talents, and abilities and determine how to capitalize on them individually and collectively, now and in the future. In the process, students gain an awareness of the need to set short- and long-term goals and think about the future. The lesson will take at least two class periods to complete.



DISCOVERING 8 MINUTES



INSTRUCTION

Discuss the purpose of this lesson.

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

To identify and assess personal talents, skills, and abilities; to create job profiles; and to delegate job-related tasks and challenges based on individual abilities.

Point out that the first step to knowing who you are is thinking about yourself—your interests, traits, values, skills, abilities, and talents.

Students complete personal files.

Distribute **Service-Learning Handout 14: Personal Profile**, explaining that its purpose is to help each student stop and think about who he or she “is.” Go over the instructions for completing the profile and tell students how much time they have to complete it. When students have completed their profiles, **ASK:**

- *What is difficult about assessing yourself?*
- *In what ways might a self-assessment be helpful?*



CONNECTING 10 MINUTES

ACTIVITY 1

Students connect the reasons they chose their individual service projects to their personal profiles.

Point out that knowing your skills and abilities—and your goals—is especially helpful in working to make a difference. Have students think about their individual service projects. **ASK:**

- *For what reasons did you choose that particular project?*
- *How does your choice of project relate to the interests, talents, and other assets you identified on your personal profile?*

Guide students to understand that their interests, abilities, and skills help determine what they want and are able to do not only now but in the future as well.

Community Connection

In this lesson, students are asked to imagine a scenario in which they suggest advice to people whose house has been destroyed by a tornado or other natural disaster. In many communities, the threat of natural disaster is all too real. Ask students to research one natural disaster that could threaten their community. Then have them explore how a service project could help the community prepare effectively for that natural disaster—which hopefully will never happen.

Family Connection

Ask students to share their personal profiles with one or more members of their family. Have them ask the family member whether there are any interests, skills, talents, abilities, or experiences that the student has overlooked. The student should ask for the family member's help in adding these additional talents to their personal profile.

Applying Across the Curriculum

VOCATIONAL EDUCATION Explain to students that service-learning can be valuable to them as they think about their careers. These projects can give them experience in teamwork, planning, and managing finances. Ask students to do research to find out what five careers are expected to grow most rapidly in the United States over the next ten years. Have them write a paragraph reporting what they found and explaining how service-learning could help a young person prepare for one of the careers.

Students brainstorm how to rebuild a house destroyed by a natural disaster.

Set this scenario for the class: A natural disaster has caused severe damage to some of the houses in your community. (Be specific as to what kind of disaster. Examples include a tornado, hurricane, earthquake, blizzard, or brush fire—any natural disaster that has affected your area in the recent past.) One of the damaged houses belongs to the elderly grandparents of a classmate. They have no insurance and cannot afford to rebuild their house. Your goal is to rebuild their house.

Explain that the first step is to determine the challenges and tasks involved in such an endeavor. Ask students to suggest these. As the tasks are identified, list them on the board or on chart paper. The list might include entries such as:

- obtaining materials
- finding out what building permits are necessary and getting them
- drawing up plans for what the house will look like
- raising or accessing necessary funds
- determining in what order building tasks should be accomplished
- setting a timetable or schedule that covers each stage of the entire project

PRACTICING 20 MINUTES

ACTIVITY 2

Students develop job profiles.

Explain that the next step is to determine who is going to be responsible for each challenge and task. Remind students that individual interests, skills, and abilities often determine who is the appropriate person to do something. Distribute **Service-Learning Handout 15: Job Profile**, and go over it with the class. Explain that it is very much like the resumé that people need these days to apply for most jobs.

Have students assume that they are applying for a job—to rebuild the house. Ask each student to use his or her personal profile as a resource and, on a separate piece of paper, prepare a job profile complete with a photograph. Tell students how much time they will have to accomplish this task.

Point out to students that if they were applying for a “real job” in the “real world,” certain laws would prohibit a prospective employer from requesting that a photograph accompany a resumé. The student job profile, however, may be used in a future lesson for identification purposes during a service experience.

Reflecting

Ask students to reflect on the activities in this lesson by answering the following questions in their *Service-Learning Logs*. Then discuss the questions.

What?	What is the value of a personal profile? What is the value of a job profile? What was the most difficult thing to you about creating a job profile?
So what?	Why is it important to create a personal profile and a job profile? How might they help understanding yourself as you start your service experience?
Now what?	How does knowing individual interests, skills, and abilities promote teamwork? How might this help with your service experience?

A APPLYING 2 MINUTES

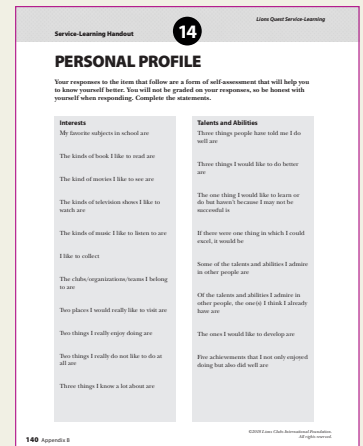
To bring the lesson to closure, divide the class into groups of six or seven. Have group members share profiles and, based on the information in them, determine who will be responsible for the challenges and tasks on their service-learning project. Group members must describe the steps they would take to achieve their designated challenge or task.

ASSESSING

PRACTICING (INFORMAL FORMATIVE ASSESSMENT) Informally assess students' self-awareness and thoroughness in doing their personal profiles and job profiles. Did they answer the questions with specific information? Did they use their knowledge of themselves to fill out the job profile?

APPLYING (FORMAL FORMATIVE ASSESSMENT) Review students' answers on **Service-Learning Handout 14: Personal Profile**, **Service-Learning Handout 15: Job Profile**, and the questions under Reflecting. Were they specific and detailed? Did they show self-awareness and conscientiousness in providing the information on these forms?

Service-Learning Handout 14: Personal Profile



PERSONAL PROFILE

Your responses to the items that follow are a form of self-assessment that will help you to know yourself better. You will not be graded on your responses, so be honest with yourself when responding. Complete the statements.

Interests

My favorite subjects in school are _____

The kinds of books I like to read are _____

The kind of movies I like to see are _____

The kinds of activities I like to do are _____

The kinds of music I like to listen to are _____

I like to collect _____

The clubs, organizations, teams I belong to are _____

Two places I would really like to visit are _____

Two things I really enjoy doing are _____

Two things I really do not like to do at all are _____

Three things I know I do about are _____

Talents and Abilities

Three things people have told me I do well at are _____

Three things I would like to do better at are _____

The one thing I would like to know or do but haven't because I may not be successful is _____

If there were one thing in which I could excel, it would be _____

Some of the talents and abilities I admire in other people are _____

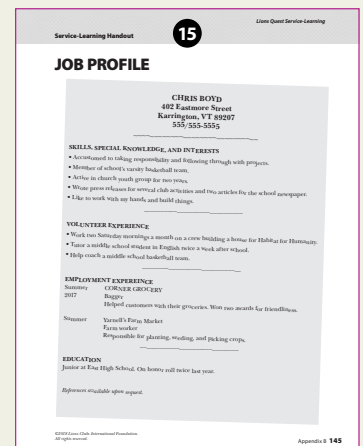
Of the talents and abilities I admire in other people, the ones I think I should have are _____

The ones I would like to develop are _____

Five achievements that I am only proud of doing but also did well are _____

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Service-Learning Handout 15: Job Profile



JOB PROFILE

CHRIS ROYD
402 Eastmore Street
Karrington, VT 05827
325-325-3355

SKILLS, SPECIAL KNOWLEDGE, AND INTERESTS

- Accomplished in setting, responsibility and following through with projects.
- Member of school's soccer basketball team.
- Active in church youth group for two years.
- When given the chance for normal club activities and try activities for the school newspaper.
- Like to work with my hands, and build things.

VOLUNTEER EXPERIENCE

- Work one hour per week for a month as a crew building a home for Habitat for Humanity.
- Run a middle school student in English twice a week after school.
- Help coach a middle school basketball team.

EMPLOYMENT EXPERIENCE

Company: **OWNER GROCERY**
2017
Helped customers with their groceries. Was run around for breakfast.

Position: **Market's Farm Market**
Farm worker
Responsible for planting, weeding, and picking crops.

EDUCATION

Junior at Elm High School. On honor roll twice last year.

Signature: *Chris Royd*

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BUILDING SKILLS BEYOND THE LESSON

Write for a Magazine!

APPLYING Assign students the task of translating what they have learned about themselves into feature stories for *Time* or *People* magazine. The stories are to focus on them after they have completed their schooling—who they are, where they are, what they are doing, and what they have achieved.

Write a Newspaper Article!

APPLYING Ask students to write a newspaper article telling how the skills, talents, and abilities of the people in their individual groups in this lesson could be utilized to make changes in the community.

REINFORCEMENT

Describe Yourself on Social Media!

APPLYING Ask students to suppose that they are going to start a new account on social media. To start the account, they have to write 50 words about themselves. Have students look again at their personal profiles and then compose 50 words—or less—that will tell others on the social-media site who they are. They should make their descriptions interesting so that people will want to follow them.

"Pitch" Yourself to a Benefactor!

APPLYING In Hollywood, movie directors have to "pitch" their projects to win funding from studio executives. Ask students to develop a pitch they can use to win funding for their service project from a benefactor who can provide funding. In the pitch, they should explain why they are super-qualified to help lead the project. Then have a few volunteers present their pitches to the class.

ENRICHMENT

Exploring Social Responsibility

This lesson, which should require only one class period, makes students aware that people who live in or are part of a community have a responsibility to that community. Students define social responsibility and identify community members who act in socially responsible ways.

SEL COMPETENCIES

Social awareness
Relationship skills

SKILLS Understanding social and ethical norms of behavior; recognizing family, school, and community supports; building healthy relationships, including those with diverse individuals and groups; communicating clearly

PREPARATION

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

Work with the Advisory Team to arrange for four adults to come to the school to be interviewed by students during Lesson 10.

MATERIALS

- ✓ *Service-Learning Handout 16: Socially Responsible People*
- ✓ *Service-Learning Handout 17: Planning and Conducting a Telephone Interview*
- ✓ *Service-Learning Handout 18: Practice Interview Form*
- ✓ Chart paper
- ✓ Marker

CLASSROOM CONFIGURATION

- D** whole class
- C** whole class/small groups
- P** whole class/individuals
- A** individuals

OBJECTIVES

Students will

- ✓ Define social responsibility
- ✓ Describe ways people are socially responsible
- ✓ Name people who are socially responsible in the community



DISCOVERING

8 MINUTES



INSTRUCTION

Discuss the purpose of this lesson.

Write on the board the purpose as it applies to the student:

To define social responsibility and identify socially responsible people in the community who are addressing issues of concern.

Students define social responsibility.

Draw from students their understanding of the term social responsibility. Guide them to understand that being socially responsible means caring about others and using our abilities to contribute to the world around us.



CONNECTING

10 MINUTES

ACTIVITY 1

Students brainstorm a list of responsibilities citizens have to their communities.

Write “A Good Place to Live” at the top of a sheet of chart paper and explain that this is the goal. Add a horizontal line beneath the title and the headings “Socially Irresponsible Actions” and “Socially Responsible Actions” as shown below. Ask the class to identify actions that would fall under each heading and list them on the chart paper.

A GOOD PLACE TO LIVE

Socially Irresponsible Actions

Socially Responsible Actions

Distribute **Service-Learning Handout 16: Socially Responsible People** and ask a volunteer to read it aloud. Explain that the Handout may help bring to mind more ways people could contribute positively to their schools or community.

Divide the class into groups of three or four. Ask each group to think of four or five more ways people could contribute to their school or community. Examples may range from addressing current concerns, such as the environment or hunger, to volunteering at a day-care center or the library. Be sure that each group appoints a Reporter to take notes and report on the group’s discussion.

Groups share their responses.

Ask group Reporters to take turns naming new ways to contribute. Add their ideas to the class list of helping actions.

Students identify people they know who contribute responsibly to their community.

Write on the board the heading “People Who Contribute.” Ask students to name specific people who do the socially responsible things they just named—volunteers, paid employees, family members, friends, people they know, people about whom they have heard or read. Have a student volunteer write the names under the heading as they are given.

P PRACTICING 20 MINUTES

ACTIVITY 2

Students choose a socially responsible person to interview.

Have students choose a person from the list to interview. If a student does not feel comfortable with any of the names on the list, help the student identify another socially responsible person. All student choices are subject to your approval. Tell students that they may conduct their interviews in person or over the telephone.

Suggest that students go over **Service-Learning Handout 17: Planning and Conducting a Telephone Interview** before contacting the person they will be interviewing. Also suggest that they wait to actually conduct the interview until they have had an opportunity to take part in a practice interview that will take place during the next lesson.

Alert the class that each student is expected to complete the interview and develop a one-page profile or biography of the person he or she interviews in the next lesson. The profiles will be combined into a booklet, *People Who Make a Difference in Their Community*, which will be a good resource when it comes time to select class service projects or placements.

Reflecting

Ask students to reflect further on social responsibility by answering the following questions in their *Service-Learning Logs*. Then discuss the answers.

What?	What is meant by social responsibility? What are examples of socially responsible actions in the school? In the community?
So what?	Why is acting in socially responsible ways important? How can it help make a community stronger? What can be gained by discussing social responsibility? What are some ways we might benefit from getting to know socially responsible people?
Now what?	How do you think interviewing a socially responsible person will help you in deciding on and planning a service-learning project?

Community Connection

Ask students to write a magazine profile of a person in their community whom they consider to be socially responsible. For example, they might know of a retired person who teaches English to recent immigrants. The students should find out what they can about the person. Has he or she been a long-time resident of the community? What was his or her career? How did the person find the volunteer activity? How do his or her actions reflect social responsibility?

Family Connection

Ask students to do research about one of their ancestors who was involved in a socially responsible action. For example, perhaps there was an ancestor who fought for the women’s vote in the 19th or early 20th century. Students should find out how the person became involved in the issue, what he or she did, and what the impact of her or her actions was.

Applying Across the Curriculum

SCIENCE Ask students to write a letter to the editor of a local newspaper about an issue of social responsibility related to one of the sciences. One major issue, for example, has been the use of animals for research in biology, medicine, and psychology. Have students research the issue, explain why it is an issue of social responsibility, and examine the arguments on both sides of the issue. Then have the students take a stand on the issue and write a letter to the editor on why they think their position is socially responsible.

Service-Learning Handout 16:

Socially Responsible People

Service-Learning Handout	16	<small>Class Quest Service-Learning</small>
SOCIALLY RESPONSIBLE PEOPLE		
A socially responsible person is someone who:		

<p>How can you identify socially responsible people in your community?</p> <ul style="list-style-type: none"> • Ask Advisory Board members. • Ask people you see every day—your family, neighbors, teachers, and other school staff. • Contact a Local Club, Public Advisory League, other service or community organization, or a youth organization such as the YMCA. • Contact a youth recreation leader or a worker at a local community center, group home, or neighborhood health center. • Call an organization that you have heard about that really inspired you, such as MADD, Amnesty International, the Red Cross, La Raza, or AARP. • Talk to a religious leader. • Ask a librarian for help. • Call the organization or the Chamber of Commerce about your assignment. • Call the mayor's office and ask to speak to a coordinator of volunteers. • Call the volunteer offices of local hospitals and social service agencies. • Call United Way. • Call the weekly or daily newspaper or a local TV station. 		
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Service-Learning Handout 17:

Planning and Conducting a Telephone Interview

Service-Learning Handout 17
Lissa Quast Service-Learning

PLANNING AND CONDUCTING A TELEPHONE INTERVIEW

Planning the Call

My reason for the call: _____

The person I need to speak to: _____

Information I need to share about myself and who I am calling: _____

Information I need to get: _____

Specific questions I want to ask: _____

Summary of the call: _____

Follow-up needed: _____

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Service-Learning Handout 18:

Practice Interview Form

Service-Learning Handout 18
Lissa Quast Service-Learning

PRACTICE INTERVIEW FORM

My goal during this interview is: _____

I need to know the following basic information:

Name: _____

Address: _____

Phone number: _____

Email address: _____

Family information: _____

Work or school information: _____

Some questions I may want to ask are:

1. In what school or community projects are you involved?
2. How and why did you get involved?
3. How long have you been doing this?
4. For what reasons do you continue to be involved?
5. What gives you strength to keep going when times get tough?
6. What school or community needs does this activity address?
7. What do you find most challenging about this activity?
8. Do you think personal responsibility and social responsibility are linked? In what ways?
9. How could stronger help with this activity/need?
10. What are some other ways stronger could help in a local school or in the community?

Other questions I want to ask are: _____

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A APPLYING 2 MINUTES

Explain that four adults will be coming to the next lesson and that the class will break into groups to interview them. Suggest that students familiarize themselves with **Service-Learning Handout 18: Practice Interview Form** before then.

ASSESSING

PRACTICING (INFORMAL FORMATIVE ASSESSMENT) Informally assess students' understanding of social responsibility. Have they participated in the class discussion to identify people who are socially responsible? Have they suggested ways in which socially responsible people contribute to the school and the community?

APPLYING (FORMAL FORMATIVE ASSESSMENT) Review students' answers on **Service-Learning Handout 16: Socially Responsible People**, **Service-Learning Handout 17: Planning**, and the questions under Reflecting. Were they thorough and specific in their answers? In addition, how well did they show an understanding of social responsibility by contributing to class discussion?

BUILDING SKILLS BEYOND THE LESSON

Observe and Write!

REINFORCEMENT

APPLYING Ask students to be on the lookout over the next several days for a socially responsible action that they observe. It could be something as simple as a person returning a wallet that another person dropped. On the other hand, it could be something complex, like a person's advocating for a traffic light at a dangerous intersection. The students should write about the incident in their *Service-Learning Logs*. Ask volunteers to share what they observed.

Explain a Quote!

APPLYING Explain to students that Buckminster Fuller was a brilliant engineer and inventor. One of his most famous quotes was, "There are no passengers on spaceship Earth—only crew." Have students write a paragraph in which they explain what they think this quote means—and how it relates to social responsibility.

Find a Song!

ENRICHMENT

APPLYING Ask students to find and bring in a song on the theme of social responsibility. For example, it might be a hip-hop song about someone who made a difference in an urban community. Ask volunteers to present the songs they found to the class. For each song, the class can discuss how it relates to social responsibility.

Write a Job Description!

APPLYING Have students think about an important issue in their community. For example, perhaps people dump trash in a nearby woods. The issue should be one the students care passionately about. Ask them to write a job description for a socially responsible job that will attack the problem and solve it. The job description should include the person's responsibilities and the qualifications needed to be successful.

Interviewing Socially Responsible Members of the Community

SEL COMPETENCIES

Social awareness
Relationship skills

SKILLS Understanding social and ethical norms of behavior; recognizing family, school, and community supports; building healthy relationships, including those with diverse individuals and groups; communicating clearly

PREPARATION

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

Before this lesson, meet with the Advisory Team to arrange for four adults to come to the school to be interviewed by students during this lesson.

Locate four quiet areas where small groups of students can conduct interviews.

MATERIALS

- ✓ *Service-Learning Handout 18: Practice Interview Form*
- ✓ *Service-Learning Handout 19: Individual Interview Form*

CLASSROOM CONFIGURATION

- D** whole class **C** small groups
- P** individuals/small groups
- A** individuals

OBJECTIVES

Students will

- ✓ Demonstrate effective interviewing skills in a group-interview setting
- ✓ Plan and conduct an individual interview with a socially responsible person
- ✓ Apply what they learned during the interviews in planning a service-learning project

This lesson brings socially responsible individuals into the classroom where students interact with them and can hear firsthand about the benefits and difficulties of being an active citizen. Students then conduct individual interviews with socially responsible people from the community. The lesson may take two class periods to complete.



DISCOVERING 8 MINUTES



INSTRUCTION

Discuss the purpose of this lesson.

Write on the board the purpose as it applies to the student:

To interview people in the community who act in socially responsible ways

Introduce the guests

Introduce guests by name only. Remind students they will practice interviewing today to prepare for conducting interviews on their own.



CONNECTING 10 MINUTES

ACTIVITY 1

Each group interviews an adult.

Divide the class into four groups. Assign each a guest, indicating how much time may be spent interviewing that guest. Suggest quiet places where groups can conduct their interviews. Remind students to use **Service-Learning Handout 18: Practice Interview Form** to guide them during the interview. Tell students that they and their guests are to return to the classroom when the interview is concluded, at which time the guests will orally provide the class feedback about their interviews.

Guests react to the interviews.

After everyone has returned to the classroom, ask guests to volunteer the following:

- A way their group showed respect during the interview
- A really thoughtful question the group asked
- A question they wished the group had asked
- Their overall impression of the interview

Students react to the interviews

After the guests have left the classroom, ask students:

- What is one fact you gathered during your group's interview?
- What went well in your interview?
- What would you have liked to do differently during the interview?



Community Connection

Encourage students to attend a meeting of a local governmental body, such as a town council or a school board. Have students take notes on what they hear. What issues related to social responsibility were discussed? Who spoke at the meeting, and what values of social responsibility did they express? Have students report to the class on what they learned at the meeting about social-responsibility issues in the community.



Family Connection

Before students do their individual interviews, suggest that they practice their interview with a family member. Doing so will help build their confidence. They should be prepared with the questions that they plan to ask the person involved in socially responsible activities. Students should conduct the interview with the family member and practice taking notes, just as they will during the actual interview. When they are finished, they should ask the family member to give them feedback on how they did.



Applying Across the Curriculum

HISTORY Have students imagine that they have the opportunity to interview a socially responsible person from history, such as Martin Luther King, Jr., Mohandas Gandhi, or Cesar Chavez. The students should write out five or six questions. They should do research to find out how the historical figure might have answered. Then they should write out the answers that they believe that the figure might have given. If time allows, have pairs of students role-play the interviewer and the historical figure.



PRACTICING 20 MINUTES

ACTIVITY 2

Have students prepare for their individual interviews.

In the previous lesson, students should have contacted a socially responsible person in the community to interview in person or by phone. To help students prepare for their individual interviews, distribute **Service-Learning Handout 19: Individual Interview Form**. Ask students to fill out the top half of the form under “Interviewee Basic Profile.”

Then go over with the class the questions listed on the Handout. Have students write other questions that they want to ask when they conduct the interview.

Give students tips for interviewing.

Give students the following basic tips for conducting interviews. Explain to them the more prepared they are, the more confident they will be during the interview.

1. Ask open-ended questions. Explain to students that they should avoid yes/no questions. Instead, ask questions that will lead the interviewee to explain his or her activities. These are called “open-ended questions.”
2. Look the interviewee in the eye as they ask questions. It is important to make eye contact to show they are listening and understanding the interviewee.
3. Take short notes during the interview and then add to the notes immediately after the interview. Explain that one of the trickiest parts of interviewing is taking notes. Encourage students to take notes as quickly as they can during the interview. Then they can go back immediately afterwards and add to the notes.
4. Ask one question at a time. Explain that interviewers can sometimes try to ask two or three questions at a time. Emphasize that it’s important to ask only one question at a time.
5. If a student is unclear about an answer, ask for clarification. The student can politely ask the interviewee to explain a point that the interviewer doesn’t understand.

With these tips, the questions that students have written, and your encouragement, the students should be well-prepared to conduct their interviews.

Have students write a report and thank-you notes.

After students have completed their individual interviews, ask them to write a one-page report of what they learned. In their report, they should explain the interviewee’s motivations, goals, and achievements. Have the student explain what most impressed them about the interviewee’s socially responsible activities.

Discuss the importance of showing appreciation. The students should work in groups to write thank-you notes to the adults who came to the class for the interviews. Then individual students should write thank-you notes to the people whom they interviewed.

Create the booklet *People Who Make a Difference in the Community*

Remind students about the *People Who Make a Difference in Their Community* booklet mentioned in the previous lesson. Ask for volunteers to be on a committee to edit the profiles and make them into the booklet. As an incentive, offer extra credit for volunteering for the committee. Give the committee a date when the booklet must be completed.

Reflecting

Ask students to reflect on their service-learning experience by answering the following questions in their *Service-Learning Logs*. Then discuss the answers.

What?	What is the most important thing you learned about interviewing from the group interview? What one question would you add to the ones you asked?
So what?	What was the most important information or ideas that you learned from the people you interviewed? What motivated the people to get involved in socially responsible activities? How were they hoping to help other people? What do they think have been their most important accomplishments?
Now what?	How do you think you can use what you learned from the interviews in planning a service-learning project?

A APPLYING 2 MINUTES

Ask students to work in pairs to bring to closure what they have learned during the group interviews and individual interviews. What have they learned during the interviews that can help them plan a service-learning project? How did the people they interviewed set goals for their activities? How did they work toward their goals? How did they measure their achievements?

ASSESSING

PRACTICING (INFORMAL FORMATIVE ASSESSMENT) Informally assess students' participation in the group interview and individual interview. Did they ask at least one question during the group interview? Did they set up and conduct an individual interview? Were they prepared with questions? Did they follow up with a thank-you note?

APPLYING (FORMAL FORMATIVE ASSESSMENT) Review students' reports of their individual interviews. How thoroughly did they report on the socially responsible activities that the person is involved in? How clearly did they explain those activities? Did they include specifics in discussing those activities? Did they explain what most impressed them about the individual's activities?

BUILDING SKILLS BEYOND THE LESSON

Define Five Characteristics!

REINFORCEMENT

APPLYING Explain to students that they have spent quality time talking to and learning from socially responsible leaders—people who are having an impact on their communities. Ask them to think about their interviewing experiences and then write a list of the Five Characteristics of Socially Responsible Leaders. In their list, they should explain each characteristic with one or two sentences. Examples might include courage, vision, and empathy.

Write in the Service-Learning Log!

APPLYING Have students reflect on their interviews in their *Service-Learning Logs*. What did they enjoy about doing the interview? What impressed them most about the people they interviewed? What did they feel they did well during the interview? What would they like to do differently next time?

Shadow a Socially Responsible Person! ENRICHMENT

APPLYING Now that students have interviewed a person who is involved in a socially responsible activity, ask them to "shadow" someone who is performing a socially responsible function in the community. That is, with the person's permission, they should spend a few hours with the person as he or she does volunteer work. Then have students report to the class on what they observed.

Watch an Interview!

APPLYING Have students find a televised interview of someone whom they consider to be socially responsible. They can look for the interview either on the Internet or through on-demand services on television. The person could be a political leader or the leader of a community-service organization. As students watch the interview, have them observe what values the person communicates and how he or she communicates those values.

Service-Learning Handout 18: Practice Interview Form

Service-Learning Handout 18
Linn County Service Learning

PRACTICE INTERVIEW FORM

My goal during this interview is: _____

I need to know the following basic information:

Name: _____

Address: _____

Phone number: _____

Email address: _____

Family information: _____

Work or school information: _____

Some questions I may want to ask are:

1. In what school or community projects are you involved?
2. How and why did you get involved?
3. How long have you been doing this?
4. For what reasons do you continue to be involved?
5. What gives you enough to keep going when times get tough?
6. What is hard or community needs does this activity address?
7. What do you find most challenging about this activity?
8. Do you think personal responsibility and social responsibility are linked? In what way?
9. How could teenagers help with this activity/issue?
10. What are some other ways teenagers could help in a local school or in the community?

Other questions I want to ask are: _____

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Service-Learning Handout 19: Individual Interview Form

Service-Learning Handout 19
Linn County Service Learning

INDIVIDUAL INTERVIEW FORM

Interviewee Basic Profile

1. Name: _____
2. Address: _____
3. Phone number: _____
4. Place of employment: _____
5. Address: _____
6. E-mail address: _____
7. Job title or description: _____
8. School and/or community projects in which individual is involved: _____

Questions I May Want to Ask (Responses Focused) (To another sheet of paper, if necessary)

1. How long have you lived in the community?
2. Where did you live before? How long did you live there?
3. How does the community compare to the place you used to live?
4. What changes have you noticed in the community over the years?
5. What do you consider the community's strengths?
6. How and why did you get involved in volunteering?
7. What do you find most challenging about what you are doing?
8. What do you find most frustrating about what you are doing?
9. What contributions can young people make?
10. What resources might you offer a teenager to get involved?
11. Would you be willing to speak with our class about your service in the school or community?
12. Would your organization or business be open to having students perform individual or group service? If so, how many students would it allow to be involved?

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Reflecting and Assessment

REFLECTING

In Step 1: Investigation, students have identified the needs for action, examined their own interests and talents, and explored the concept of social responsibility. Have them reflect in their *Service-Learning Logs* about the first step in the service-learning process.

What?	What are some of your school's or community's needs that you identified during Step 1 of the service-learning process? How do you feel about these needs? Are they important to you? Why?
So what?	How do the needs you have identified affect people in your school or community? What have you learned from your investigation about the effects?
Now what?	What are some ways in which you and your fellow students might be able to help people who have these needs? What has your investigation revealed about possible actions?

ASSESSMENT

Student Rubric for Step 1: Investigation

For each step in the *Lions Quest Service-Learning* program, a rubric is provided to assess students' level of understanding, engagement and participation. A rubric for Step 1: Investigation follows. For those students who receive a "Developing" assessment, the teacher should consider intervention through one-on-one consultation. Another alternative is to pair one of these students with a student who receives an assessment of "Exceeds Standards."

Rubric for Step 1: Investigation		
Exceeds Standards	Meets Standards	Developing
Student participates fully in investigating the needs of the community through classroom discussions, research, and group work. He or she completes all assignments at a high level.	Student participates in most aspects of investigating the needs of the community through classroom discussion, research, and group work. He or she completes all assignments at a fairly high level.	Student participates in few aspects of investigating the needs of the community through classroom discussion, research, and group work. He or she completes assignments at a lower level.

STEP 1	Step 2	Step 3	Step 4	Step 5
INVESTIGATION	Preparation and Planning	Action	Reflection	Demonstration and Celebration

PORTFOLIO ASSESSMENT

A *Lions Quest Service-Learning* portfolio is a broad sampling of demonstrations of a student's work. All tangible work could be included, or you and your students may decide to be selective about samples. The portfolio is a tool for getting students, teachers, and others to make useful—yet personal—judgments about the significance of what was learned.

FOR PORTFOLIO ASSESSMENT FOR STEP 1: INVESTIGATION, FOLLOW THESE STEPS:

1. Work with the students to decide what will be the container for their portfolios, such as a folder or a box.
2. Decide with students which products from Step 1 will be included in the portfolio. The students will have created written and visual materials for investigating the needs of the community; assessing their own interests, skills, and assets; exploring social responsibility; and interviewing socially responsible people in the community.
3. Consider holding an individual conference in which each student explains why he or she included particular exhibits and how the exhibits show growth in understanding Step 1: Investigation.

WRITTEN ASSESSMENT

Social Awareness: Perspective-Taking

Write a Letter!

Ask students to write a one-page letter to a friend or family member in which they synthesize what they learned about the needs of their school or community; their own interests, skills, and assets; and the concept of personal responsibility. The purpose of the letter is to explain:

- One need of the school or community that they have discovered during Step 1: Investigation
- Their feeling about that need
- A possible project that they think could address the need
- Ways in which they think they could contribute to this project, using their interests, talents, and skills

ASSESSMENT: Assess students' letters for clarity of communication, completeness of explanation, and understanding of service-learning.

Step 1	STEP 2	Step 3	Step 4	Step 5
Investigation	PREPARATION AND PLANNING	Action	Reflection	Demonstration and Celebration

Five Steps of Service-Learning

STEP 2: PREPARATION AND PLANNING

Lions Quest Service-Learning takes students through five steps of a service-learning project that they plan and execute. To review, those five steps are:

Step 1: Investigation

Step 2: Preparation and Planning

Step 3: Action

Step 4: Reflection

Step 5: Demonstration and Celebration

In Step 1, students investigated possible service-learning projects, assessed their own interests and skills, and came to a greater understanding of social responsibility.

Now, in Step 2, Preparation and Planning, students will plan their service-learning projects. With guidance and support from a facilitator, they will:

- Decide on a service-learning project based on:
 - Talents, skills, and interests of students in relation to the need and project ideas
 - Feedback from school and community members about their perceptions of the needs and project ideas
 - Realistic parameters for implementation and considering feasibility criteria for each project idea
 - Class consensus on the service-learning project they most want to implement
- Learn more about the need and potential for the service-learning project through additional interviews, research, and surveys.
- Develop a detailed service-learning project plan with committees, roles, and responsibilities.
- Continue the documentation process and ongoing reflection on individual learning and the group process.

Step 1	STEP 2	Step 3	Step 4	Step 5
Investigation	PREPARATION AND PLANNING	Action	Reflection	Demonstration and Celebration

Example of a Service-Learning Project

Step 2: Preparation and Planning

At the beginning of each step of the students' service-learning project, *Lions Quest Service-Learning* provides an example of how a project unfolds in five steps. Following is the Preparation and Planning step of the sample project.

Example

Through discussions, the students analyzed the trash problem, brainstormed service-learning project ideas, and reached consensus on a service-learning project plan to address the litter on the school grounds through a recycling effort. They raised awareness about the litter problem and educated students, staff, and community members on the concept of "Reduce, Reuse, and Recycle" (Three Rs) as ways to deal with trash and litter.

Students used Web sites, books, and magazines to learn more about the Three Rs of recycling and the importance of a sustainable recycling effort. Students researched what type of and how much trash was being thrown on the school grounds by gathering and sorting it on a given day. They interviewed people in the community who were focused on environmental issues, especially recycling efforts. They discovered that the main types of trash on the school grounds were paper, plastic, and aluminum and that they were visible in all areas.

They concluded that the whole school would need to get involved to address the litter problem in a systematic way. To create awareness and encourage community involvement, they made posters about the litter problem at the school and placed them around the school and community. The administration made announcements about the need to clean up the school grounds and the service-learning project that the class would launch.

In developing the plan to address the problem, students chose committees and tasks that suited their particular talents, interests, and skills. For example, those interested in the use of technology accessed information from Web sites to find out more about recycling, and those with artistic skills designed the recycling containers.

Overview of Step 2

Step 2 of *Lions Quest Service-Learning* consists of three lessons. Note that Lessons 12 and 13 provides alternative approaches to a service-learning project: a whole-class approach or a small-group approach.

Lesson 1: Deciding on a Project

Lesson 2: Planning a Whole-Class Project

Lesson 3: Planning a Small-Group Project

SEL COMPETENCIES

Social awareness
Relationship skills

SKILLS Perspective taking; building healthy relationships, including those with diverse individuals and groups; communicating clearly; working cooperatively

PREPARATION

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

Decide whether the service-learning project will be a whole-class project or a small-group project.

MATERIALS

- ✓ *Service-Learning Handout 20: Four Kinds of Service Projects*
- ✓ *Service-Learning Handout 21: Skills and Experience Form*
- ✓ *Service-Learning Handout 22: Project Preference Form*
- ✓ Chart paper
- ✓ Marker
- ✓ Adhesive dots

CLASSROOM CONFIGURATION

- D** whole class
- C** whole class/small groups
- P** whole class/small groups
- A** individuals

OBJECTIVES

Students will

- ✓ Advocate for a specific service-learning project and discuss the pros and cons of the advocating
- ✓ Help select the project(s) the class will plan and carry out
- ✓ Describe the skills and experience he or she can contribute to a project

Deciding on a Project

In this lesson, students advocate for service-learning projects and choose the main service-learning project(s). As part of the process, students must analyze the advantages and disadvantages of potential projects. The lesson will take two or more class periods to complete, depending on the number of students in your class, the amount of time you allot each advocate for his or her oral presentation, and whether the class will be doing one or several projects.



DISCOVERING

8 MINUTES



INSTRUCTION

Discuss the purpose of this lesson.

Write on the board the purpose as it applies to the student:

To advocate for service-learning projects and decide which one(s) to plan and carry out. To advocate means to speak in favor of.

Explain to students that advocating will help them select a project. It also will give them practice in certain important skills—explaining ideas to a large group, listening with an open mind, considering the opinions and viewpoints of others, and thinking critically about decisions.



CONNECTING

10 MINUTES

ACTIVITY 1

Introduce four kinds of service-learning projects.

Distribute **Service-Learning Handout 20: Four Kinds of Service Projects**. Ask for a volunteer to read it aloud. The four kinds of projects are direct service, indirect service, advocacy, and research. Share an example of each type of service, using one topic throughout. Ask students to think about which kind of service-learning project might best use their strengths, skills, and qualities.

Model the four kinds of service-learning projects. SAY:

Provide examples of each type of service-learning project:

- *An example of a direct service-learning project might be helping to feed and take of animals at an animal shelter.*
- *An example of an indirect service-learning project might be cleaning where animals are kept at an animal shelter.*
- *An example of advocacy might be helping raise funds for the animal shelter or publicizing its services to the community.*
- *An example of a research type of project might be investigating and publicizing the benefits of the animal shelter and publicizing how the shelter is important to the community.*

Students name the project(s) they chose to advocate for.

Ask students to describe briefly their project ideas. List on chart paper each project and beneath it the name(s) of the student advocate(s). Projects may have more than one student advocate.

Students with similar projects pool their ideas.

Ask students with the same or very similar projects to get together, take five or ten minutes to decide how best to advocate for that project, and select one person among them to present the argument upon which they all agree. Encourage students whose projects address the same need in different ways to make separate presentations.

Students explore the pros and cons of advocating.

Point out that it is important to listen with an open mind when classmates are advocating for projects they support. **ASK:**

- *What are some benefits of advocating for a project?*
- *What are some problems you may encounter in advocating?*
- *What are some ways you can help yourself keep an open mind while listening to classmates describe their project ideas?*
- *What should you do if you discover you are the only person advocating for your project?*
- *What are some things you can tell yourself if your project is not selected?*
- *How should you act if your project is selected?*

Students advocate for the projects they support.

Group the presentations by issue. Remind students to take notes, as they will select their service project(s) from the ones being presented.

Students vote for projects.

Give students three adhesive dots each. Ask the students to look over the chart paper list of projects and place dots beside the three on which they would most like to work. Students should identify what kind of project each one is: direct action, indirect action, advocacy, or research. If there is no clear consensus, eliminate projects with fewer than four dots, give everyone three more dots, and have the class vote again on the remaining projects. Repeat the process until students have chosen as many projects as they will carry out.

P PRACTICING 20 MINUTES

ACTIVITY 2

Students fill out forms.

ACTIVITY OPTION 1

If the class is working together on one project, have students fill out **Service-Learning Handout 20: Skills and Experience Form**.

ACTIVITY OPTION 2

If the class is undertaking two or more projects, have students fill out **Service-Learning Handout 21: Project Preference Form**. Explain that you will make every attempt to assign students to the project they prefer. Have students turn in to you their completed preference forms, and explain that you will return them during the next lesson.

Community Connection

Explain that members of their community very well may have a keen interest in the students' service-learning projects. To communicate about their project, ask them to create a newsletter about their project. This could be a print or an online newsletter. The newsletter should have short articles about the progress on their project. For example, if they're doing a recycling project, they can report on one block in their community that agreed to increase their recycling over the next year.

Family Connection

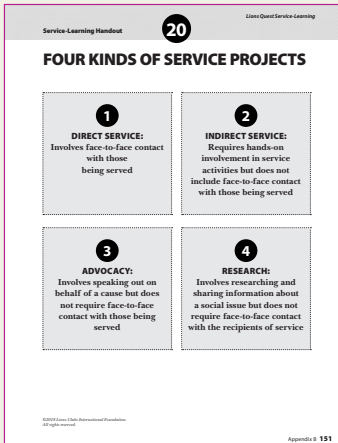
Ask students to explain to their families which service-learning project they are carrying out at school. They should explain the background—what the need is—and their hopes and goals for the project. Students should ask for additional ideas, suggestion, and advice for their service-learning projects. Students should report back to their teams on the suggestions that their families gave.

Applying Across the Curriculum

MATHEMATICS As students start their service-learning projects, ask them to set some measurable goals for their projects. For example, if they are doing a recycling project, how much do they want to boost recycling? Then ask them to keep track of their measurable goals and to think about how they will present this data at the end of their project. For example, they could use charts or graphs to present the data.

Service-Learning Handout 20:

Four Kinds of Service Projects



Service-Learning Handout 20

FOUR KINDS OF SERVICE PROJECTS

- 1 DIRECT SERVICE:**
Involves face-to-face contact with those being served
- 2 INDIRECT SERVICE:**
Requires hands-on involvement in service activities but does not include face-to-face contact with those being served
- 3 ADVOCACY:**
Involves speaking out on behalf of a cause but does not require face-to-face contact with those being served
- 4 RESEARCH:**
Involves researching and sharing information about a social issue but does not require face-to-face contact with the recipients of service

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Service-Learning Handout 21:
Skills and Experience Form

Service-Learning Handout 22:
Project Preference Form

Reflecting

Ask students to describe their reactions to the project selection process in their *Service-Learning Logs* by answering the questions below. Then discuss the answers.

What?	What did you like about the way the class selected a project? What didn't you like?
So what?	What are you looking forward to as the class begins planning the project(s)? What kinds of problems might the class encounter?
Now what?	What are you personally prepared to do to make planning the project(s) a success?

A APPLYING 2 MINUTES

Bring closure to the lesson by discussing the following questions: How well did your project selection process work? What, if any, problems did you encounter during the process? What might you do differently next time to select projects? How did this selection process enable us to make a wise decision?

ASSESSING

PRACTICING (INFORMAL FORMATIVE ASSESSMENT) Informally assess students' participation in the process of deciding on a service-learning project. Did they participate actively in class discussions about advocating for projects? Did they take part in the advocating for a project? If a particular student seems hesitant or unsure, consider pairing him or her with a classmate who is a strong leader and shows empathy.

APPLYING (FORMAL FORMATIVE ASSESSMENT) Review how well and thoroughly students filled out the Handouts for this lesson. On **Service-Learning Handout 20: Skills and Experience Form**, were they specific in their responses? Did they show an understanding of the skills and experience that will be relevant to their service-learning project? On **Service-Learning Handout 21: Project Preference Form**, did they give clear reasons for their preferred service-learning project?

BUILDING SKILLS BEYOND THE LESSON

Write in the Service-Learning Log! **REINFORCEMENT**

APPLYING Explain to students that before undertaking an important project, it helps to process their feelings. Ask them to write in their *Service-Learning Log* about their feelings about the project. What are they unsure about? What are their hopes about the project?

Research a Similar Project!

APPLYING Have students do research into a project that is similar to theirs. For example, perhaps a nearby city boosted their recycling rate by engaging more citizens in recycling. Students can do their research using print and online resources. Have them present their findings to the class.

Build a Team!

ENRICHMENT

APPLYING Explain that one of the keys to success of their service-learning project is their effectiveness as a team. Have them do research into what experts in business or athletics say is the key to strong, effective teams. Have students come up with three to five characteristics of a strong team and present those traits on social media.

Develop a Logo!

APPLYING Have students develop a logo and a slogan for their service-learning project. Explain that a slogan is one sentence that captures the essence of their project, and a logo is a design that also communicates a positive feeling about the project. One approach to creating a logo is using the initials of the name of the project.

Planning a Whole-Class Project

Step Two offers two options for students to plan their service-learning project. In Option 1, the entire class works together on one service project. In Option 2, different groups of students work on different projects. In both options, students plan their projects, and responsible adults review them. This helps students see a connection between what they are doing at school and what is happening beyond the classroom walls. This lesson will take at least three class periods to complete.

SEL COMPETENCIES

Social awareness
Relationship skills

SKILLS Perspective taking; building healthy relationships, including those with diverse individuals and groups; communicating clearly; working cooperatively; seeking help when needed

PREPARATION

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

Make final plans for members of the Advisory Team or other knowledgeable adults to come to class to review project plans.

MATERIALS

- ✓ *Service-Learning Handout 20: Skills and Experience Form*
- ✓ *Service-Learning Handout 23: Steps in Planning a Service-Learning Project.*
- ✓ *Service-Learning Handout 24: Sample Class Service-Learning Project Plan*
- ✓ *Service-Learning Handout 25: Sample Class Service-Learning Project Plan (Teacher Version)*
- ✓ *Service-Learning Handout 26: Class Project Planning Form*
- ✓ *Service-Learning Handout 27: Committee Project Planning Form*
- ✓ *Service-Learning Handout 28: Writing a Position Paper*
- ✓ Note cards

CLASSROOM CONFIGURATION

- D** whole class
- C** whole class/individuals
- P** small groups **A** individuals

OBJECTIVES

Students will

- ✓ Explain the steps in planning a project and work with the class to plan one
- ✓ Work with a committee or individually to plan how and when to accomplish specific project-related tasks
- ✓ Help present a project plan to the class or project group and discuss it with a responsible adult



DISCOVERING 8 MINUTES



INSTRUCTION

Explain the purpose of this lesson.

Write on the board the purpose as it applies to the student:

To plan how to carry out our service-learning project and to review the plan with a knowledgeable adult.

Explain that the more prepared students are, the greater chance they will have for a smoothly run, effective, and rewarding experience. Point out, however, that even the most carefully laid-out plans do not always go as expected. Encourage students to be flexible and to recognize that as they go along, their plans may have to be modified.

Explain and exemplify the first eight steps of the planning process.

Distribute **Service-Learning Handouts 23 and 24**. Ask a volunteer to read **Service-Learning Handout 23: Steps in Planning a Service-Learning Project**. Discuss each of the steps to ensure that students understand them.

Then walk students through **Service-Learning Handout 24: Sample Class Service-Learning Project Plan**, which shows how the steps in a service project are applied to a specific example—meeting the needs of the elderly in the community. As you discuss each step, you may use the questions in italics on **Service-Learning Handout 25: Sample Class Service-Learning Project Plan (Teacher Version)**. These questions will help students think in greater depth about each step in the planning process.



CONNECTING 10 MINUTES

ACTIVITY 1

Students brainstorm and agree on a description and goals for their project.

Distribute **Service-Learning Handout 26: Class Project Planning Form**, and ask students to brainstorm very brief descriptions—the “what, why, and how”—of their project. Ask a volunteer to write each idea on the board. Explain that after the class agrees on the description, students are to record it on the **Class Project Planning Form**. Repeat the process for project goals, reminding students that goals must be observable and measurable. A goal for a project for the elderly, for example, might be to plant and water the flower beds in a senior citizen apartment complex.

Community Connection

Now that students have focused on a project, have them contact a local community organization that is involved in a similar issue. For example, if they are focusing on the needs of the elderly, they could contact a local organization that has this as their mission. Ask the students to gather information and suggestions that will help them in planning and carrying out their project. For example, they might interview a member of the organization.

Family Connection

Have students bring their families up to date on their planning for a service-learning project. They can take the Project Planning Form home and show it to family members. In addition, they may be able to identify ways in which their families can provide support, such as providing transportation, which will help make the project a success.

Applying Across the Curriculum

ENGLISH/JOURNALISM Ask students to create a flyer or fact sheet that they can hand out to people to explain what their service-learning project is all about. The flyer, which can be a simple sheet or a more sophisticated trifold, should explain the purposes of the project, the needs it addresses, and the goals of the project. The flyer can also introduce members of the team to the public.

Service-Learning Handout 23:

Steps in Planning a Service-Learning Project

Students brainstorm, evaluate, and group major tasks.

Ask students to brainstorm major tasks. Have a volunteer write each of these on a separate note card. Tape the cards on the wall so that everyone can read them. Allow time for the class to discuss, evaluate, combine, and delete their ideas. After the class agrees on the major tasks, help students arrange them in chronological order. Ask students to record them on their **Class Project Planning Form**.

Students name committees needed.

Ask students to name committees to carry out each group of project tasks. Guide them to include a Public Education Committee made up of representatives from each of the other committees to help arrange and organize a presentation to an audience outside the classroom. Once the class has agreed on needed committees, have students list one each on their **Class Project Planning Form** next to the major task for which it is responsible.

PRACTICING 20 MINUTES

ACTIVITY 2

Students set up committees.

Explain that now it is time to actually set up the committees. Have students look over their completed **Service-Learning Handout 21: Skills and Experience Form** and think about ways they could contribute to the project. Urge them to consider both their current skills and experience and those they would like to acquire.

ACTIVITY OPTION A

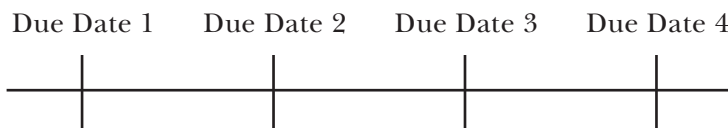
Ask students to volunteer for specific committees.

ACTIVITY OPTION B

Have students write on slips of paper their names and their first and second choices for committee assignments. Draw the slips at random and assign students to their first choices until those committees are full.

The class sets deadlines for major tasks.

Because this task requires coordination among everyone working on the project, committees will work together as a class to set deadlines for major tasks. Have students record the agreed-upon deadlines on their **Class Project Planning Form**. Encourage them to use their due dates to create a timeline like this:



Students select an outside audience for their report.

Remind students that at a later date, they will be reporting on their project to an audience outside the classroom. Ask them to identify types of individuals or groups interested in the project's topic or theme. When students have agreed on who the audience will be, have them record it on their **Class Project Planning Form**.

Students determine what additional information is needed.

Ask the students what else they need to know. Have them record on their **Class Project Planning Form** the information needed, the committee responsible for obtaining it, and the date by which it is needed.

Committees meet and complete their project plans.

Ask students to break into committees, exchange their **Skills and Experience Form** with a committee member, and then share information about that person's form that might help the committee plan or carry out its tasks. Have each committee choose the following:

- **Chairperson** to guide the committee—call meetings, help keep the committee on track, make sure members understand their responsibilities, keep everyone involved in the project
- **Recorder** to take notes for the committee and explain committee plans and other information to the class
- **Representative** to the Public Education Committee to gather information, take pictures, and do whatever else is needed to help explain the committee's work to the outside audience.

Distribute **Service-Learning Handout 27: Committee Project Planning Form**.

Explain that each committee will use this form to finish its planning. Ask each committee to have ready both its class and committee project planning forms to give you at the end of the class period so that you can give them to the Advisory Team or other responsible adults.

Committees share their plans with the class.

Ask each committee to identify for the rest of the class:

- The tasks it will complete
- The expected completion date for each task
- People, materials, or other resources it may need help securing
- Help it needs from another committee

ASK: *What are any problems in planning so far? What are some ways we can deal with these problems? What are some ways the Advisory Team or some other responsible adult might be able to help in our planning?*

Advisory Team members or other responsible adults meet with committees and discuss plans.

Introduce the adults who will be working with the class. Ask a student volunteer to summarize the planning process so far. Then ask one or more adults to meet with each committee and share their impressions of the project plans and make suggestions and recommendations. You can circulate among the groups to monitor the discussions. Thank the adults who met with the students for their input and assistance.

Committees submit a final copy of their plans.

After the adults have left, have each committee modify its plans, if necessary, revise the **Committee Project Planning Form**, and submit it to you for your final approval.



Service-Learning Handout 24:

Sample Class Service-Learning Project Plan

Service-Learning Handout 24
SAMPLE CLASS SERVICE-LEARNING PROJECT PLAN

STEP 1
Relate the project.
 We are going to learn more about the needs of the elderly and the resources available to them in our community. Then we will each spend time with older people in our community and help meet some of their needs.

STEP 2
Set goals.
 1. Be able to describe changes in people's needs as they reach the age of 65 and older.
 2. Be able to describe the available services in this community for people age 65 and older.
 3. Spend at least three hours helping to meet the needs of an elderly person.

STEP 3
Research major tasks.
 1. Research the emotional, social, and physical needs of the elderly.
 2. Contact local nursing homes.
 3. Contact the Visiting Nurses Association (in the United States) or the Victorian Order of Nurses (in Canada).
 4. Learn more about emotional, physical, and financial limitations among the elderly.
 5. Find out about extended-care facilities in the community.
 6. Contact the local senior citizens center.
 7. Conduct a preliminary needs survey by interviewing several elderly people who live alone, with relatives, or in a nursing home.

STEP 4
Evaluate and group tasks.
 1. Group together the same cards with the community contacts—local nursing homes, Visiting Nurses Association or Victorian Order of Nurses, and senior citizens center.
 2. Think about how long it might take to gather and analyze information from the preliminary needs survey.

STEP 5
Set up committees or assign individuals to complete each group of tasks.
A. Personality Committee
 Goal: Match each member with an elderly partner in a private home, nursing home, or other setting.
B. Staff-Posting Committee
 Goal:
 1. Learn more about and share with the class the physical, social, and emotional needs of people age 65 and older.
 2. Invite a speaker from a nursing home.
 3. Record on audio or video an interview with a doctor, social worker, or other knowledgeable person in the community.
 4. Gather information from local business agencies that serve the aging.
 5. Give a short presentation on the project to the rest of the group.

STEP 6
Monitor Existing Committee
 Goal:
 1. Make community contacts.
 2. Identify available resources and the services they provide for the elderly.

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Service-Learning Handout 25:

Sample Class Service-Learning Project Plan (Teacher Version)

Service-Learning Handout 25
SAMPLE CLASS SERVICE-LEARNING PROJECT PLAN (TEACHER VERSION)

STEP 1
Relate the project.
 We are going to learn more about the needs of the elderly and the resources available to them in our community. Then we will each spend time with older people in our community and help meet some of their needs.

STEP 2
Set goals.
 1. Be able to describe changes in people's needs as they reach the age of 65 and older.
 2. Be able to describe the available services in this community for people age 65 and older.
 3. Spend at least three hours helping to meet the needs of an elderly person.

STEP 3
Research major tasks.
 1. Research the emotional, social, and physical needs of the elderly.
 2. Contact local nursing homes.
 3. Contact the Visiting Nurses Association (in the United States) or the Victorian Order of Nurses (in Canada).
 4. Learn more about emotional, physical, and financial limitations among the elderly.
 5. Find out about extended-care facilities in the community.
 6. Contact the local senior citizens center.
 7. Conduct a preliminary needs survey by interviewing several elderly people who live alone, with relatives, or in a nursing home.

STEP 4
Evaluate and group tasks.
 1. Group together the same cards with the community contacts—local nursing homes, Visiting Nurses Association or Victorian Order of Nurses, and senior citizens center.

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Service-Learning Handout 26:

Class Project Planning Form

Service-Learning Handout 26
CLASS PROJECT PLANNING FORM

Use this worksheet to record information for your class project.

Project description: _____

Project goals: _____

Major Task (order)	Committee/Responsible	Target Date

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Service-Learning Handout 27:
Committee Project Planning Form

Service-Learning Handout 28:
Writing a Position Paper

Reflecting

Ask students to reflect on the project planning process in their *Service-Learning Logs* by answering the questions below. Then discuss the answers.

What?	What are some things you learned about planning during this lesson? What are some things you learned about yourself?
So what?	What are you looking forward to as the class begins carrying out the project(s)? What, if any, concerns do you have?
Now what?	What are you personally prepared to do to make the class service-learning project a success?

A APPLYING 2 MINUTES

Distribute **Service-Learning Handout 28: Writing a Position Paper**. Assign the position paper, and tell students that they need to choose a question relating to their service experience and begin gathering information now. Tell students when the paper will be due.

ASSESSING

PRACTICING (INFORMAL FORMATIVE ASSESSMENT) Informally assess students' participation in the committee work during this lesson. How actively did they contribute to their committee's tasks? Did they listen to others? Did their participation help to move the committee's work forward?

APPLYING (FORMAL FORMATIVE ASSESSMENT) Review how well and thoroughly students answered the Reflecting questions. Were they specific in their answers? Did they cite specific examples?

BUILDING SKILLS BEYOND THE LESSON

Apply to Other Fields!

REINFORCEMENT

APPLYING Ask students to write a paragraph about how their planning for the service-learning project might apply to other fields. What are some situations in which they might use this planning process? How do they think the planning process is similar to ones used by businesses and other organizations?

Write a Blog Entry!

APPLYING Have students write a blog entry about their planning on their service-learning project. They should report on what their project will be and how they're planning to carry it out. Suggest that they keep the blog going through the duration of the project.

Write a Press Release!

ENRICHMENT

APPLYING When nonprofits have an important initiative, they write a press release. Explain that this is a short report about the project and the positive benefits that it will have. Have students work in small groups to research what a press release is, what its format is, and how to send it out to local media. Each small group can then write a sample release for the class project.

Start a Scrapbook!

APPLYING Suggest that students keep a scrapbook of their project—a collection of photos, articles, and other items that show what they did and how they carried out their service-learning project. They can design the cover of the scrapbook and then start collecting materials for it.

Planning a Small-Group Project

Step Two offers two options for students to plan their service-learning project. In Option 2, different groups of students work on different projects. In both options, students plan their projects, and responsible adults review them. This lesson will take at least three class periods to complete.

SEL COMPETENCIES

Social awareness
Relationship skills

SKILLS Perspective taking; building healthy relationships, including those with diverse individuals and groups; communicating clearly; working cooperatively; seeking help when needed

PREPARATION

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

Make final plans for members of the Advisory Team or other knowledgeable adults to come to class to review project plans.

MATERIALS

- ✓ *Service-Learning Handout 22: Project Preference Form*
- ✓ *Service-Learning Handout 23: Planning a Service-Learning Project.*
- ✓ *Service-Learning Handout 28: Writing a Position Paper*
- ✓ *Service-Learning Handout 29: Sample Group Service-Learning Project Plan*
- ✓ *Service-Learning Handout 30: Sample Group Service-Learning Project Plan (Teacher Version)*
- ✓ *Service-Learning Handout 31: Group Project Planning Form*
- ✓ *Service-Learning Handout 32: Individual Task Project Planning Form*
- ✓ Note cards

CLASSROOM CONFIGURATION

- D** whole class/small groups
- C** small groups
- P** small groups/whole class
- A** individuals

OBJECTIVES

Students will

- ✓ Explain the steps in planning a project and work with the class to plan one
- ✓ Work with a group to plan how and when to accomplish specific project-related tasks



DISCOVERING 8 MINUTES



INSTRUCTION

Explain the purpose of this lesson.

Write on the board the purpose as it applies to the student:

To plan how to carry out our service-learning project and to review the plan with a knowledgeable adult.

Explain that the more prepared students are, the greater chance they will have for a smoothly run, effective, and rewarding experience. Point out, however, that even the most carefully laid-out plans do not always go as expected. Encourage students to be flexible and to recognize that as they go along, their plans may have to be modified.

Explain the eight steps of the planning process.

Distribute **Service-Learning Handouts 23 and 29**. Ask a volunteer to read **Service-Learning Handout 23: Steps in Planning a Service-Learning Project**. Discuss each of the steps to ensure that students understand them.

Then walk students through **Service-Learning Handout 29: Sample Group Service-Learning Project Plan**, which shows how the steps in a service project are applied to a specific example—meeting the needs of the elderly in the community. As you discuss each step, you may use the questions in italics on **Service-Learning Handout 30: Sample Class Service-Learning Project Plan (Teacher Version)**. These questions will help students think in greater depth about each step in the planning process.

Announce project assignments

Return to students their filled-out **Service-Learning Handout 22: Project Preference Forms**. As you give out the assignments, remind students that you did your best to give them the project they requested on their form. Once the groups are formed, have each choose a Leader and a Recorder. Emphasize that project leaders are guides who will call meetings, help keep the group on track, make sure group members understand their responsibilities, and keep everyone involved in the project. They are not decision-makers—everyone is “in charge.” Recorders will take notes and share group information with other project groups during discussions.

Community Connection

Now that students have focused on a project, have them contact a local community organization that is involved in a similar issue. For example, if they are focusing on the needs of the elderly, they could contact a local organization that has this as their mission. Ask the students to gather information and suggestions that will help them in planning and carrying out their project. For example, they might interview a member of the organization.

Family Connection

Have students bring their families up to date on their planning for a service-learning project. They can take the Project Planning Form home and show it to family members. In addition, they may be able to identify ways in which their families can provide support, such as providing transportation, which will help make the project a success.

Applying Across the Curriculum

ENGLISH/JOURNALISM Ask students to create a flyer or fact sheet that they can hand out to people to explain what their service-learning project is all about. The flyer, which can be a simple sheet or a more sophisticated trifold, should explain the purposes of the project, the needs it addresses, and the goals of the project. The flyer can also introduce members of the team to the public.

Service-Learning Handout 22:

Project Preference Form

The form is titled "PROJECT PREFERENCE FORM" and includes fields for Name, Address, Phone number, E-mail address, and Driving availability. It also features a table for "Preferred Projects" with columns for "First Choice" and "Second Choice". The table has four rows with specific project descriptions. At the bottom, there are two checkboxes: "My ideas to carry out the project" and "My ideas to carry out the project".

First Choice	Second Choice
Provide the information	Provide the information
Skills and experience I can contribute	Skills and experience I can contribute
Skills I'd like to strengthen during the project	Skills I'd like to strengthen during the project
My ideas to carry out the project	My ideas to carry out the project

CONNECTING 10 MINUTES

ACTIVITY 1

Students brainstorm and agree on descriptions and goals for their projects and share them with the class.

Distribute **Service-Learning Handout 31: Group Project Planning Form**, and ask students to brainstorm very brief descriptions—the “what, why, and how”—of its project. Ask group Recorders to write each idea on a sheet of paper to read back to the group. Explain that after the group agrees on the description, members are to record it on the **Group Project Planning Form**. Repeat the process for project goals, reminding students that goals must be observable and measurable. Ask each group to share its goals with the class. Encourage other class members to offer feedback.

Students brainstorm, evaluate, and group major tasks.

Ask each group to brainstorm major tasks for its project. Have a volunteer in each group write each task on a separate note card and then spread out or post the cards so everyone in the group can read them. Allow a specified amount of time for group members to discuss, evaluate, combine, and delete their note card ideas. After the group agrees on the major tasks, ask members to work together to arrange them in chronological order and record them on their **Group Project Planning Form**.

PRACTICING 20 MINUTES

ACTIVITY 2

Students set up committees.

Explain that now it is time for the groups to make assignments of tasks in their committees. Have students read one another's **Project Preference Forms (Service-Learning Handout 22)** and then share any information that will help the group plan or carry out its project. Ask group members to think about ways they could contribute to the project. Urge them to consider both their current skills and those they would like to acquire. Have group members volunteer for each major task—one or two members per task.

Groups set deadlines for major tasks.

Because this task requires coordination among group members, individuals will work together to set deadlines for major tasks. Have students record the agreed-upon deadlines on their **Group Project Planning Form** along with a chart like the one on the **Sample Group Service-Learning Project Plan**.

Students select outside audiences for their report.

Remind students that they will be reporting on their project to an audience outside the classroom. Ask each group to identify types of individuals or groups who might be interested in the topic or theme of its project. When group members have agreed on who the audience will be, have them record it on their **Group Project Planning Form**. If each group selecting a different audience presents logistical problems, ask several groups to agree on the same audience or have students choose audiences within the school or within walking distance.

Students determine what additional information is needed.

Ask the students what else they need to know. Have them record on their **Class Project Planning Form** the information needed, the committee responsible for obtaining it, and the date by which it is needed.

Committees meet and complete their project plans.

Ask students to break into committees, exchange their **Skills and Experience Form** with a committee member, and then share information about that person's form that might help the committee plan or carry out its tasks. Have each committee choose the following:

- **Chairperson** to guide the committee—call meetings, help keep the committee on track, make sure members understand their responsibilities, keep everyone involved in the project
- **Recorder** to take notes for the committee and explain committee plans and other information to the class
- **Representative** to the Public Education Committee to gather information, take pictures, and do whatever else is needed to help explain the committee's work to the outside audience.

Distribute **Service-Learning Handout 27: Committee Project Planning Form**.

Explain that each committee will use this form to finish its planning. Ask each committee to have ready both its class and committee project planning forms to give you at the end of the class period so that you can give them to the Advisory Team or other responsible adults.

Committees share their plans with the class.

Ask each committee to identify for the rest of the class:

- The tasks it will complete
- The expected completion date for each task
- People, materials, or other resources it may need help securing
- Help it needs from another committee

ASK: *What are any problems in planning so far? What are some ways we can deal with these problems? What are some ways the Advisory Team or some other responsible adult might be able to help in our planning?*

Advisory Team members or other responsible adults meet with committees and discuss plans.

Introduce the adults who will be working with the class. Ask a student volunteer to summarize the planning process so far. Then ask one or more adults to meet with each committee and share their impressions of the project plans and make suggestions and recommendations. You can circulate among the groups to monitor the discussions. Thank the adults who met with the students for their input and assistance.

Committees submit a final copy of their plans.

After the adults have left, have each committee modify its plans, if necessary, revise the **Committee Project Planning Form**, and submit it to you for your final approval.

Service-Learning Handout 28:

Writing a Position Paper

This handout is titled "WRITING A POSITION PAPER" and is numbered 28. It provides instructions for writing a position paper, including a definition, a question to ask, and a list of steps to follow. It also includes a section for "Base your answers on the following:" with three numbered points and a section for "Explain what the answer means to you personally:" with two bullet points.

Service-Learning Handout 29:

Sample Group Service-Learning Project Plan

This handout is titled "SAMPLE GROUP SERVICE-LEARNING PROJECT PLAN" and is numbered 29. It outlines a project plan with four steps: 1. Research the needs of the elderly, 2. Interview several elderly people, 3. Research the needs of the elderly, and 4. Interview several elderly people. It also includes a section for "Recommender major tasks:" with five numbered points and a section for "Recommender minor tasks:" with two numbered points.

Service-Learning Handout 30:

Sample Group Service-Learning Project Plan (Teacher Version)

This handout is titled "SAMPLE GROUP SERVICE-LEARNING PROJECT PLAN (TEACHER VERSION)" and is numbered 30. It outlines a project plan with four steps: 1. Research the needs of the elderly, 2. Interview several elderly people, 3. Research the needs of the elderly, and 4. Interview several elderly people. It also includes a section for "Recommender major tasks:" with five numbered points and a section for "Recommender minor tasks:" with two numbered points.

Service-Learning Handout 31:
Group Project Planning Form

GROUP PROJECT PLANNING FORM
Use this worksheet to record information for your class project.

Group members: _____

Project description: _____

Project goals: _____

Major Task (number)	Coordinate/Responsible	Target Date

Service-Learning Handout 32:
Individual Task Project Planning Form

INDIVIDUAL TASK PROJECT PLANNING FORM
Use this worksheet to record information for your group task.

Major Task (number)	Name(s) of Person(s) Working on This Task	Smaller Task (number)	Completion Date	Self-reflection/Training Needed

Reflecting

Ask students to reflect on the project planning process in their *Service-Learning Logs* by answering the questions below. Then discuss the answers.

What?	What are some things you learned about planning during this lesson? What are some things you learned about yourself?
So what?	What are you looking forward to as your group begins carrying out its project? What, if any, concerns do you have?
Now what?	What are you personally prepared to do to make your group's service-learning project a success?

A APPLYING 2 MINUTES

Distribute **Service-Learning Handout 28: Writing a Position Paper**. Assign the position paper, and tell students that they need to choose a question relating to their service experience and begin gathering information now. Tell students when the paper will be due.

ASSESSING

PRACTICING (INFORMAL FORMATIVE ASSESSMENT) Informally assess students' participation in the group work during this lesson. How actively did they contribute to their group's tasks? Did they listen to others? Did their participation help to move the group's work forward?

APPLYING (FORMAL FORMATIVE ASSESSMENT) Review how well and thoroughly students answered the Reflecting questions. Were they specific in their answers? Did they cite specific examples?

BUILDING SKILLS BEYOND THE LESSON

Apply to Other Fields!

REINFORCEMENT

APPLYING Ask students to write a paragraph about how their planning for the service-learning project might apply to other fields. What are some situations in which they might use this planning process? How do they think the planning process is similar to ones used by businesses and other organizations?

Write a Blog Entry!

APPLYING Have students write a blog entry about their planning on their service-learning project. They should report on what their project will be and how they're planning to carry it out. Suggest that they keep the blog going through the duration of the project.

Write a Press Release!

ENRICHMENT

APPLYING When nonprofits have an important initiative, they write a press release. Explain that this is a short report about the project and the positive benefits that it will have. Have students work in small groups to research what a press release is, what its format is, and how to send it out to local media. Each small group can then write a sample release for the class project.

Start a Scrapbook!

APPLYING Suggest that students keep a scrapbook of their project—a collection of photos, articles, and other items that show what they did and how they carried out their service-learning project. They can design the cover of the scrapbook and then start collecting materials for it.

Step 1	STEP 2	Step 3	Step 4	Step 5
Investigation	PREPARATION AND PLANNING	Action	Reflection	Demonstration and Celebration

Reflecting and Assessment

REFLECTING

In Step 2: Preparation and Planning, students have decided on a service-learning project, learned more about the needs of the school or community, and developed a detailed service-learning project plan. Have them reflect in their *Service-Learning Logs* about the second step in the service-learning process.

What?	What project did you and your group or committee decide on? Is it a school- or community-based project? Does the project involve direct action, indirect action, advocacy, or research?
So what?	What need or needs is your project going to address? What are the goals of your group or committee? How do you feel about the project? What talents, skills, and interests do you bring to the project?
Now what?	What are the next steps for your group or committee? Does every member of the group or committee have an activity to perform? Are your plans specific? Have you developed a schedule? What will you be doing?

ASSESSMENT

Student Rubric for Step 2: Preparation and Planning

For each step in the *Lions Quest Service-Learning* program, a rubric is provided to assess students' level of understanding, engagement and participation. A rubric for Step 2: Preparation and Planning follows. For those students who receive a "Developing" assessment, the teacher should consider intervention through one-on-one consultation. Another alternative is to pair one of these students with a student who receives an assessment of "Exceeds Standards."

Rubric for Step 2: Preparation and Planning		
Exceeds Standards	Meets Standards	Developing
Student participates fully in preparing for the project, including research, planning discussions, the development of activities, and the development of a schedule. Student completes all assignments at a high level.	Student participates in most aspects of preparing for the project, including research, planning discussions, the development of activities, and the development of a schedule. He or she completes all assignments at a fairly high level.	Student participates in few aspects of preparing for the project, including research, planning discussions, the development of activities, and the development of a schedule. He or she completes assignments at a lower level.

Step 1	STEP 2	Step 3	Step 4	Step 5
Investigation	PREPARATION AND PLANNING	Action	Reflection	Demonstration and Celebration

PORTFOLIO ASSESSMENT

In Step 1: Investigation, students started a portfolio of their work. In Step 2, students collect tangible work related to the planning phase of the project. Remind students that the portfolio is a tool for getting students to make useful yet personal judgments about the significance of what was learned.

FOR PORTFOLIO ASSESSMENT FOR STEP 2: PREPARATION AND PLANNING, FOLLOW THESE STEPS:

1. Decide with students which products from Step 2 will be included in the portfolio. In the three lessons for this project, students will have created written and visual materials for planning their project. These materials include researching community services, developing a logo, developing a newsletter, writing a position paper, writing and designing a flyer, writing a blog entry, writing a press release, and other activities.
2. Consider holding an individual conference in which each student explains why he or she included particular exhibits and how the exhibits show growth in understanding of Step 2: Preparation and Planning.

WRITTEN ASSESSMENT

Self-Management: Working Toward and Achieving Goals

Write a Memo!

Ask students to write a one-page memo to a teacher, a member of the Advisory Team, or a family member about the role that they will have in the service-learning project. Explain that a memo is a business communication from one employee to one or more other employees. The purpose of the student's memo is to explain:

- The goals of the service-learning project that the student's group or committee has decided on
- The activities that the group or committee has planned to meet those goals
- Individual activities that the student is going to be responsible for
- Ways in which the student thinks he will use his talents, skills, and interests in the service-learning project

ASSESSMENT: Assess students' letters for understanding of service-learning, organization, clarity of communication, and inclusion of specific information.

Step 1	Step 2	STEP 3	Step 4	Step 5
Investigation	Preparation and Planning	ACTION	Reflection	Demonstration and Celebration

Five Steps of Service-Learning

STEP 3: ACTION

Lions Quest Service-Learning takes students through five steps of a service-learning project that they plan and execute. To review, those five steps are:

Step 1: Investigation

Step 2: Preparation and Planning

Step 3: Action

Step 4: Reflection

Step 5: Demonstration and Celebration

In Step 2, Preparation and Planning, students planned their service-learning projects. Now, in Step 3: Action, they will put their plans for a service-learning project into action. With guidance and support from the facilitator, they will:

- Implement the class service-learning project as a collaborative group effort with committees, roles, and responsibilities.
- Offer direct, indirect, advocacy, or research-based service in the school or community based on the type of service-learning project they choose to implement.
- Use academic, social, and emotional competencies to prepare, plan, implement, and document the service-learning experience.
- Participate in a real-world learning experience with real consequences.
- Continue the documentation process and ongoing reflection on individual learning and the group process.

Step 1	Step 2	STEP 3	Step 4	Step 5
Investigation	Preparation and Planning	ACTION	Reflection	Demonstration and Celebration

Example of a Service-Learning Project

Step 3: Action

At the beginning of each step of the students' service-learning project, *Lions Quest Service-Learning* provides an example of how a project unfolds in five steps. Following is the Action step of the sample project.

Example

Students worked together to raise awareness throughout the school and community, get permission from the school administration to put decorated containers around the school grounds, raise funds to buy containers, create visually attractive containers to place around the school grounds, and engage the entire school community through assemblies, public announcements, and written materials about how to recycle using the Three Rs: Reduce, Reuse, and Recycle.

Overview of Step 3

Step 3 of *Lions Quest Service-Learning* consists of one lesson.

Lesson 1: Taking Action

Taking Action

Students have put together a plan for service, and now it's time for action. Carrying out a service-learning project brings forth the leadership skills, talents, and qualities of all participants for the benefit of everyone involved. The lesson may take anywhere from two to five class periods to complete, depending on the projects.

SEL COMPETENCIES

Social awareness
Relationship skills
Responsible decision making

SKILLS empathy; recognizing family, school, and community supports; building healthy relationships, including those with diverse individuals and groups; communicating clearly; working cooperatively; resolving conflicts; seeking help when needed; considering the well-being of self and others

PREPARATION

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

Arrange for members of the Advisory Team to be available to answer questions and suggest ways of meeting challenges.

If necessary, arrange for adults to provide transportation during the action step of the service-learning project.

MATERIALS

- ✓ *Service-Learning Handout 31: Group Project Planning Form*
- ✓ *Service-Learning Handout 32: Individual Task Project Planning Form*
- ✓ *Service-Learning Handout 33: Schedule of Service-Learning Activities*

CLASSROOM CONFIGURATION

- D** whole class **C** small groups
- P** small groups
- A** individuals/whole class

OBJECTIVES

Students will

- ✓ Establish a schedule of major activities for a service-learning project
- ✓ Work with a committee or project group to carry out, monitor, and document a service-learning project
- ✓ Solve problems and overcome challenges that arise during a project
- ✓ Express feelings and explain ways in which the project has been meaningful personally



DISCOVERING 8 MINUTES


INSTRUCTION

Explain the purpose of this lesson.

Write on the board the purpose as it applies to the student:

To carry out the service-learning project, learn about the rewards of service, and gain information and strengthen skills relevant to school and to life

Discuss students' feelings about carrying out their service-learning projects. As an option, have students discuss the following questions in pairs. They can also write about the questions in their *Service-Learning Logs*. **ASK:**

- *What about the project are you most excited about?*
- *What are you most concerned about?*
- *How do you think these feelings can help you succeed in completing this project?*

Acknowledge that sometimes nervous feelings or feelings of excitement can help people complete an important project. Point out that motivation to do a good job often stems from these kinds of feelings.



CONNECTING 10 MINUTES

ACTIVITY 1

Review the students' service-learning plans.

Ask students to take out their completed **Service-Learning Handout 31: Group Project Planning Form** or **Service-Learning Handout 32: Individual Task Project Planning Form**. Discuss the kind of service-learning project they have planned. **ASK:**

- *What kind of project have you planned? Is it direct service, indirect service, advocacy, or research? How do you know?*

Discuss the schedule of activities.

Hand out **Service-Learning Handout 33: Schedule of Service-Learning Activities**. Go through the handout with students, pointing out that it has three columns: Date, Activity, and Activity Completed. Ask them to work in the groups or committees to create a schedule of their activities over the next several days. In creating the schedule, they should focus on the most important activities. For example, if they are doing a recycling service and are making posters, they should assign a date when the posters will be done. Have groups share their schedules with the class and invite comments and suggestions.

Community Connection

Have students write a thank-you letter to someone who helped them during their project. For example, they could write to the volunteer coordinator who helped the student plan his or her time at the organization. The letter should also thank the person for making their community a better place. Have students communicate how the opportunity to volunteer for the organization affected them personally.

Family Connection

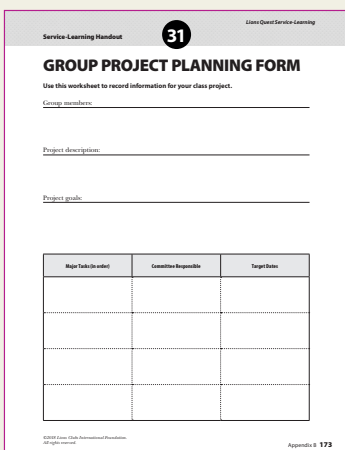
Have students share with their families their experiences during the service-learning project. Whom did they work with, and what did they do? How did the recipient(s) react to their help? What did the student learn from the experience? How did he or she feel during the project? What was most satisfying about the project? How do they think the project might help them in the future?

Applying Across the Curriculum

CAREER EDUCATION Ask students to write about how the service-learning project might help them plan for a future career. How did they learn more about themselves? What interests emerged during the project? What skills did they develop? After they have thought about these questions, have them write an inventory of their skills and interests that emerged during the service-learning project.

Service-Learning Handout 31:

Group Project Planning Form



Service-Learning Handout 31 Use Once/Service-Learning

GROUP PROJECT PLANNING FORM

Use this worksheet to record information for your class project.

Group members: _____

Project description: _____

Project goals: _____

Major tasks/needs	Learning objectives	Target dates

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Schedule check-ins for the groups or committees.

Explain that as they do the project, you will check in regularly with them. In addition, each group or committee could share with the class how they are progressing. These questions can be used for the check-ins.

- What's going well?
- What needs to be adjusted?
- What is not working and must be abandoned?
- What are your next steps?
- What support do you need for the next steps?
- Who is going to carry out those next steps?

Emphasize that a service-learning project is a success whether or not it came out as expected. Explain that sometimes setbacks or challenges can more as instructive as triumphs are.

PRACTICING 20 MINUTES

ACTIVITY 2

Students carry out the project.

Explain to students that now they will carry out the project. Be sure students know this lesson is flexible in terms of scheduling, so they should have enough time to get all resources, materials, and product ready and in place and to ensure all tasks are completed to begin the project. Emphasize that they should use **Service-Learning Handout 31: Group Project Planning Form** or **Service-Learning Handout 32: Individual Task Project Planning Form** as their road map for the project. They should also follow the schedule they developed on **Service-Learning Handout 33: Schedule of Service-Learning Activities**.

Completing the project may take two to five days, depending on the scope of the project. If the product is direct service, then instruct students to offer the service to the recipients. If the product is indirect service, advocacy, or research, then instruct students to work on the projects in class and then deliver them to the setting(s) that they have chosen.

Check in with students.

As indicated earlier in this lesson, you should set up check-in times with each group or committee to answer questions, help solve problems, encourage students, and ensure that their projects are moving forward.

Reflecting

Once the projects are completed, ask students to reflect on their projects in their *Service-Learning Logs* by answering the questions below. Then discuss the answers.

What?	What did you and your classmates do to contribute to the carrying out of this project?
So what?	What do you think being prepared for success on this project means? How did being prepared help you implement the project?
Now what?	What are some positive ways that planning, organizing, developing, and being prepared for success on this project benefited the recipients? How will your experience in being prepared for success on this project influence your ability to plan, organize, and develop service-learning projects to help others in the future? What steps in the process do you think you could use in other situations?

A APPLYING 2 MINUTES

As students implement their service-learning projects, have them write in their *Service-Learning Logs* about their experiences and feelings about those experiences. Ask them to write about these questions:

- What skills helped them plan and carry out their service-learning project?
- What qualities did they discover in themselves as they planned and implemented the project?
- How did planning and carrying out the project help their ability to take action?

After writing, ask volunteers to read aloud what they wrote, and discuss the responses.

ASSESSING

PRACTICING (INFORMAL FORMATIVE ASSESSMENT) Work closely with students, observe and listen, and assess their understanding of the objectives through their statements, questions, and actions as they implement the project.

APPLYING (FORMAL FORMATIVE ASSESSMENT) Use students' responses to the questions in Applying to evaluate how students feel about their participation in the project. Do they understand its importance? Have they participated fully? Have they cooperated with other students? Have they helped their group or committee meet the goals that they established for the project?

Service-Learning Handout 32:

Individual Task Project Planning Form

Service-Learning Handout 32 Learn Quest Service-Learning

INDIVIDUAL TASK PROJECT PLANNING FORM

Use this worksheet to record information for your group task.

Major Task/Subject	Name(s) of Person(s) Working on This Task	Leader Title/Leader	Completion Date	Skills and/or Learning Objectives

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Service-Learning Handout 33:

Schedule of Service-Learning Activities

Service-Learning Handout 33 Learn Quest Service-Learning

SCHEDULE OF SERVICE-LEARNING ACTIVITIES

Use the following graphic organizer to schedule the major activities for your service-learning project.

Date	Activity	Activity Completed

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BUILDING SKILLS BEYOND THE LESSON

Write a Blog!

REINFORCEMENT

APPLYING Have students write blog entries about their experiences as they implement their service-learning projects. They can relate anecdotes, explain the responses of recipients, and express their feelings about the project as it unfolds. Ask volunteers to share their blog entries with the class.

Write in the Service-Learning Log!

APPLYING Have students make daily entries in their *Service-Learning Logs* about their experiences as they implement their service-learning projects. They can explain their progress, challenges they have faced, and triumphs they have had. They might also tell about some of the recipients with whom they are working with on the project.

Write a Guide!

ENRICHMENT

APPLYING As students implement and complete their service-learning projects, have them write a chapter for a guide to help other students in the future plan and implement a successful project. What advice do they have to offer for choosing, planning, and implementing a project? What are some do's and don't's that they can suggest to other students?

Do a Role-Play!

APPLYING When helping people, it can help to role-play situations ahead of time. Ask students to pair up and role-play situations that they think might arise. For example, suppose that the project is to help a senior citizen with shopping. Students can role-play the situation of talking to the senior citizen and working with him or her to write a shopping list.

Step 1	Step 2	STEP 3	Step 4	Step 5
Investigation	Preparation and Planning	ACTION	Reflection	Demonstration and Celebration

Reflecting and Assessment

REFLECTING

In Step 3: Action, students have carried out their service-learning project by working with a school or community group. Have them reflect in their *Service-Learning Logs* about the third step in the service-learning process.

What?	How did your service-learning project go? What do you think were two or three of your greatest achievements? What was your greatest challenge? How did you overcome it? Is there anything you wish you had done differently? What?
So what?	What do you think you accomplished with your service-learning project? How did recipients respond to you and your group? How do you think you benefited people with your project?
Now what?	How do you feel about your service-learning experience? Has it changed you in any way? How? Did you develop new skills? Did you develop new friendships? How has the experience affected your plans for the future—your education or your career?

ASSESSMENT

Student Rubric for Step 3: Action

For each step in the *Lions Quest Service-Learning* program, a rubric is provided to assess students' level of understanding, engagement and participation. A rubric for Step 3: Action follows. For those students who receive a "Developing" assessment, the teacher should consider intervention through one-on-one consultation. Another alternative is to pair one of these students with a student who receives an assessment of "Exceeds Standards."

Rubric for Step 3: Action		
Exceeds Standards	Meets Standards	Developing
Student participates at a high level in all aspects of the service-learning project. He or she always helps and communicates well with recipients, follows through on all goals, and solves problems. Student also shows excellent leadership. Overall, he or she participates in the action step at a very high level.	Student participates at a high level in most aspects of the service-learning project. He or she usually helps and communicates well with recipients, follows through on most goals, and solves most problems. Student also shows good leadership. Overall, he or she participates in the action step at a high level.	Student participates in few aspects of the service-learning project. He or she has difficulty helping and communicating with recipients and follows through on few goals. Overall, he or she participates in the action step at a lower level.

Step 1	Step 2	STEP 3	Step 4	Step 5
Investigation	Preparation and Planning	ACTION	Reflection	Demonstration and Celebration

PORTFOLIO ASSESSMENT

In Step 2: Investigation, students collected tangible work related to the planning phase of the project for their portfolios. Now, in Step 3, students should add tangible materials related to the action step. Remind students that the portfolio is a tool for getting students to make useful yet personal judgments about the significance of what was learned.

FOR PORTFOLIO ASSESSMENT FOR STEP 3: ACTION, FOLLOW THESE STEPS:

1. Decide with students which products from Step 3 will be included in the portfolio. In the one lesson for this step, students will have created written and visual materials for the action step. These materials include writing a blog entry, writing a guide for others interested in service, writing a thank-you note, and doing an inventory of possible career interests. They might also include plans and schedules that they developed with their group or committee.
2. Consider holding an individual conference in which each student explains why he or she included particular exhibits and how the exhibits reflect their participation in the action step of the service-learning project.

WRITTEN ASSESSMENT

Relationship Skills: Building Healthy Relationships

Interview Yourself!

Ask students to write an interview of themselves about the service-learning project. They should write five to ten questions to ask themselves, such as “What do you think was your greatest accomplishment in the service-learning project?” Then they should write answers that are as complete, specific, and detailed as possible. They should be sure that one of their questions is about how they tried to build healthy relationships with the people they were working with. They can use this format to write their interview:

Question:

Answer:

ASSESSMENT: Assess the students’ interviews for their understanding of the service-learning project, the completeness of their answers, and the clarity and coherence of their writing.

Step 1	Step 2	Step 3	STEP 4	Step 5
Investigation	Preparation and Planning	Action	REFLECTION	Demonstration and Celebration

Five Steps of Service-Learning

STEP 4: REFLECTION

Lions Quest Service-Learning takes students through five steps of a service-learning project that they plan and execute. To review, those five steps are:

Step 1: Investigation

Step 2: Preparation and Planning

Step 3: Action

Step 4: Reflection

Step 5: Demonstration and Celebration

In Step 4, Reflection, students will reflect on their service-learning projects. With guidance and support from a facilitator, they will:

- Report on what happened at the outset, during, and as a result of the service-learning project.
- Describe what they learned about the topic of their service-learning project, what academic skills they used, what social and emotional learning skills they demonstrated, and what their thoughts and feelings are about their individual experience of participating in the service-learning project.
- Describe their thoughts and feelings about the group process of preparing, planning, and carrying out a service-learning project with the entire class and within committees.
- Assess the effectiveness of the group process. What worked well? What didn't work well? What improvements to the group process could be implemented in the future?
- Gather feedback from participants and recipients about their experience of the project.

Step 1	Step 2	Step 3	STEP 4	Step 5
Investigation	Preparation and Planning	Action	REFLECTION	Demonstration and Celebration

Example of a Service-Learning Project

Step 4: Reflection

At the beginning of each step of the students' service-learning project, *Lions Quest Service-Learning* provides an example of how a project unfolds in five steps. Following is the Reflection step of the sample project.

Example

Students reflected on their learning in a variety of ways. They critically examined their service-learning experiences and the knowledge they gained about civic engagement and recycling, as well as how to work collaboratively and effectively on a group project. Students kept *Service-Learning Logs* and turned them into documents to share with the class to remind students and future classes about how important it is to recycle.

To hear all of the students' voices during the service-learning project reflection, the class formed small groups and posed questions. Examples included: "What did you learn about why recycling is important to the community? What will you tell your friends and family about recycling? How do you think you can help your community by helping people learn about recycling?"

Groups discussed potential ways to expand the project and how their work could serve as a model for other students. Students reflected on how their efforts can affect the environment in significant ways: (1) impacting ways their families might choose to start recycling; (2) improving the school grounds through a schoolwide effort; and (3) working with community organizations to increase recycling efforts.

Evaluation of the project took several forms. Students wrote and shared a report about their personal learning as a result of the service-learning project. They analyzed how their group worked together to accomplish a common goal. Finally, they suggested what they would do differently next time to be even more effective in researching, designing, and carrying out a service-learning project.

Overview of Step 4

Step 4 of *Lions Quest Service-Learning* consists of three lessons.

Lesson 1: Analyzing and Sharing Results

Lesson 2: Revisiting Expectations and Aspirations

Lesson 3: Affirming Contributions

LESSON

1

Analyzing and Sharing Results

In this lesson, which will take two to three class periods to complete, students prepare a summary report that describes what they have learned and accomplished during their service experiences. They work in committees or groups to plan creative presentations to the class and to the Advisory Team about their experiences. Then they deliver those presentations.

SEL COMPETENCIES

Self-management
Social awareness
Relationship skills
Responsible decision making

SKILLS Motivating oneself; empathy; recognizing family, school, and community supports; working cooperatively; considering the well-being of self and others

PREPARATION

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

Invite members of the Advisory Team to presentations about the service experience.

MATERIALS

- ✓ *Service-Learning Handout 34: Project Summary Report*

CLASSROOM CONFIGURATION

- D** whole class **C** small groups
- P** whole class/small groups
- A** individuals

OBJECTIVES

Students will

- ✓ Organize and analyze information for a summary report of their service experience
- ✓ Write a summary report of their service experience
- ✓ Work with a committee or group to plan and prepare a presentation to the class and the Advisory Team about their service experience



DISCOVERING

8 MINUTES



INSTRUCTION

Explain the purpose of this lesson.

Write on the board the purpose as it applies to the student:

To develop summary reports about service experiences, prepare presentations to the class and to the Advisory Team, and make those presentations.

Tell students that during this lesson, they will be responsible for three important tasks—writing summary reports of their service experiences, preparing 10-minute presentations for the class and the Advisory Team, and making those presentations.



CONNECTING

10 MINUTES

ACTIVITY 1

Explain the summary reports.

Distribute **Service-Learning Handout 34: Project Summary Report**, and have students follow along as you walk through the requirements. Tell the class that they will work on the report in their committees or groups and will turn them in upon completion. Explain that a major reason for this activity is to explore and communicate their analyses, syntheses, and conclusions and to offer recommendations. Explain the following guidelines to students in filling out the **Project Summary Report**:

- Urge students to go beyond facts and figures to explore their insights, observations, accomplishments, and conclusions.
- Remind them to consider also changes in their attitudes and outlooks and in those of others involved in or helped by the project or placement.
- Explain that everyone must write an individual report but that committees, project groups, or students from the same placement may work together to answer some questions.
- Be specific about how much time students will have to write the reports. One option is to have students start the reports during the first class period of the lesson and complete them as that evening's homework assignment. Another option is to have students start the reports during the first class period of the lesson and complete them the next time the class meets.

Students write their summary reports.

As students work on their summary reports, circulate and monitor their progress and answer questions they may have.

Briefly discuss the presentations to the class and the Advisory Team.

Ask committees, project groups, or placement groups to work together to combine the main ideas in their individual summary reports to use as a basis for presentations to the class and to the Advisory Team. Tell students that they will be making these presentations, and give a specific date. The following guidelines will help students prepare effective presentations:

- Tell the committees or groups that when they are planning their presentations, they should omit information previously shared with the class or the Advisory Team.
- Encourage students to be creative; they do not have to confine their presentations to an explanatory “speech.”
- They could, for example, create a skit; write a rap or poem; or use slides, videos, photos, dance, songs, or some other art form that symbolizes the service experience for them.
- Point out to students that they may want to use parts of these presentations during the presentations they will be making later to an audience beyond the classroom.

P PRACTICING 20 MINUTES

ACTIVITY 2

Committees or groups plan and prepare presentations.

As students plan and work on their presentations, circulate and monitor their progress and answer any questions they may have. Encourage the groups to include digital presentations, photography, videos, publications, performances, and/or artistic displays.

Students explore common apprehensions about making presentations and suggest healthful ways to relax.

Ask if anyone feels nervous about making a presentation. Point out that the more sure a person is of his or her topic, the more he or she has practiced the presentations, and the more experience he or she has in speaking to groups, the more self-confidence that person will have. **ASK:**

- *What are some ways your classmates can help ease your tension during your presentation?*
- *What are some techniques you use or messages you tell yourself that help you relax before speaking to a group?*

Point out that some people are always a little nervous about speaking before an audience, no matter how well-prepared they are. These people still do very well once they get started.



Community Connection

Now that groups have finished their projects, have them write thank-you notes to people in the community or the school who helped them with their projects. These could be people whom they interviewed, who helped them with library research, or who put them into contact with community organizations. The notes should thank people for the time they took and the information they shared. Check over the thank-you notes, suggest improvements, and have students send the notes.



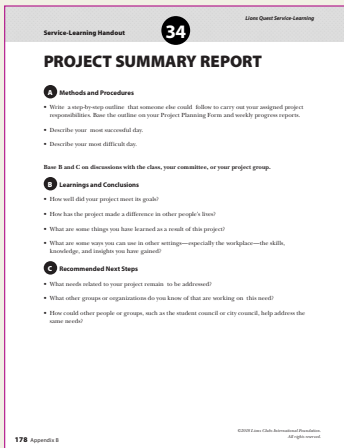
Family Connection

Have students show their summary reports to the families for feedback. Does the report capture all the experiences? Does it explain how others, such as family members, provided aid and support? Most importantly, does it describe the impact that the group or committee had on other people?



Applying Across the Curriculum

MATHEMATICS Ask students to put measurable results of their service experience into mathematical form. How many people did they affect with their efforts? For example, if they tutored children in literacy, how many children were involved? Did the children show improved skills? How? How many hours did volunteers spend tutoring? Students can communicate these numbers in a line graph, bar graph, or a table. They should give the graph or table a title and write a one-sentence conclusion based on the data in the graph or chart.



Committees or groups make their presentations.

Create a schedule for the presentations and inform Advisory Team members of the schedule. Allow 10 minutes for presentations, plus 5 minutes afterwards for questions and discussion. Explain to students that as they listen to each presentation, they should take notes and write down any questions they have. Remind presenters to speak clearly and distinctly.

Students react to the presentations.

ACTIVITY OPTION 1

Ask students to select one presentation—other than their own—and write and turn in to you at the end of the lesson two paragraphs of constructive feedback on the finding or recommendations suggested in the presentation.

ACTIVITY OPTION 2

Tell students to write and turn in to you at the end of the lesson five questions that were answered in the presentations. Explain that you will include some of the questions in a test for the class and that extra credit points will be given for each question you use—one point for true/false, two points for multiple choice, and three points for matching. Make clear that the correct answer must be included with each question suggested.

Reflecting

Ask students to reflect on their service project in their *Service-Learning Logs* by answering the questions below. Then discuss the answers.

What?	What, if any, problems did you have in writing your summary report? What are some things you discovered in writing this final report that were not clear from the weekly reports you wrote earlier? What are some similarities you noticed in the different presentations? Some differences?
So what?	What were some benefits of making presentations to the class and to the Advisory Team?
Now what?	How has your understanding of the service experience and its impact changed as a result of compiling your written summary reports and making your presentations? Which recommendations by the audience were most helpful to you?

A APPLYING 2 MINUTES

Explain to the students that in Step 5, Lesson 1, they will be making presentations about their service-learning experiences to audiences beyond the classroom. Members of the audience might include the principal, assistant principal, the mayor, community representatives, and community newspaper reporters. Consider assigning a Public Education Committee to contact and invite people to attend the presentations. The Advisory Team can also be an excellent resource in arranging these presentations and inviting people beyond the classroom.

ASSESSING

PRACTICING (INFORMAL FORMATIVE ASSESSMENT) Informally assess students' participation in writing the summary reports and making presentations. Did each student take an active role in helping write the report? Did they play an active role in planning and making the presentations?

APPLYING (FORMAL FORMATIVE ASSESSMENT) Review how well and thoroughly students have written their summary reports on their service-learning experiences. Have they described aspects of the service project that went well and aspects that could have been improved? Have they come up with creative ways of presenting their report? In addition, use comments from the students and Advisory Team members to assess the presentations.

BUILDING SKILLS BEYOND THE LESSON

Write in Your Service-Learning Log!

REINFORCEMENT

APPLYING Ask students to pick one word that describes a feeling that they had about their service experience, such as "excitement," "invigorating," or "frustrated." After thinking of a feeling word, they should write in their Service-Learning Logs about the experiences that led them to have that feeling. Encourage them to be specific in writing about the experiences.

Compile a Scrapbook!

APPLYING Students have been compiling materials for a scrapbook about their service experience, including photos, notes, drawings, and other materials. Now that their experience is completed, have them begin to organize all their materials for their scrapbook about the experience.

Make a Documentary!

ENRICHMENT

APPLYING Suggest that a group make a short (5-minute) documentary about their service experience, using photos, drawings, and interviews. Documentary software for students is available. Suggest that they use it in making their documentary. When they have completed their documentary, they can present it to the class.

Write an Article!

APPLYING Have student write a news article about their service project for their school newspaper. Explain that a good newspaper article explains *Who? What? Where? When? Why? and How?* Students should aim to capture the major experiences, and they should give the article a human touch by describing some of the people who were involved. Finally, students can submit the article for possible publication in the school newspaper.

LESSON

2

Revisiting Expectations and Aspirations

In this lesson, students again focus on their interests, talents and abilities, values, and skills. The lesson, which will take one to two class periods to complete, provides students a valuable opportunity for reflection. By comparing how they see themselves now with how they saw themselves when they completed their personal profiles, they will be better able to identify and appreciate what they have gained from their service experiences.

SEL COMPETENCIES

Self-management
Social awareness
Relationship skills

SKILLS Accurately assessing one's strengths and limitations; communicating clearly; working cooperatively

PREPARATION

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

MATERIALS

- ✓ Completed Service-Learning Handout 14: Personal Profile
- ✓ Service-Learning Handout 35: Personal Snapshot

CLASSROOM CONFIGURATION

- D** whole class **C** whole class
- P** Individuals/whole class
- A** individuals

OBJECTIVES

Students will

- ✓ Describe how the ripple effect applies to their own service-learning experience
- ✓ Objectively characterize themselves
- ✓ Identify ways in which they have changed as a result of their service experience(s).



DISCOVERING

8 MINUTES



INSTRUCTION

Explain the purpose of this lesson.

Write on the board the purpose as it applies to the student:

To re-asses interests, skills, and plans for the future based on learnings derived from the service experience

Ask students to take out from their portfolios **Service-Learning Handout 14: Personal Profile**. Explain that they will compare this with a self-assessment that they will do during this lesson.



CONNECTING

10 MINUTES

ACTIVITY 1

Explain and discuss the ripple effect.

Explain that their service-learning will have important ripple effects. That is, it may affect both themselves and the people or organizations whom they worked with during their service-learning experience.

Explain that the term “ripple effect” refers to the ripples, or small waves, that are formed when a stone is thrown into the water. The ripples affect far more area than simply the place where the stone landed. Discuss the possible ripple effects of their service-learning projects the students have just completed. **ASK:**

- *How do you think the service project might affect you in coming months or years?*
- *How might it help you think about your future?*
- *How do you think it might affect other members of your committee or group?*
- *What do you think might be the short-term impact on people in the school or community with whom you worked on your service-learning project?*
- *What do you think might be the long-term impact on people in the school or community?*



Students characterize themselves.

Distribute and ask students to complete **Service-Learning Handout 35: Personal Snapshot**. Explain that the purpose of the **Personal Snapshot** is to encourage them to think about themselves, their values, their interests, and their talents in light of their service-learning experience. Explain that they will compare their responses on the **Personal Snapshot** to the responses they wrote earlier on **Service-Learning Handout 14: Personal Profiles**. By doing this comparison, they can think about ways in which the service experience has affected or changed them. As they fill out the **Personal Snapshot**, encourage them to look at their *Service-Learning Log* to remind themselves of their service-learning experiences.

Students discuss personal changes resulting from their service experience(s).

Have students look once again at their **Personal Profiles (Service-Learning Handout 14)**, and ask them to compare the profiles with the personal characterizations they just completed.

Point out to the students that they may be surprised by the comparison. Some of them will discover that their likes and dislikes have changed and their goals have shifted. Others may discover that the service experience served to confirm and reinforce what they had expressed in their original profile. **ASK:**

- *What did you discover when you compared your profile and your personal snapshot?*
- *What changes were a result of being involved in your service-learning effort? How would you explain the change?*
- *What did not change as a result of being involved in your service-learning effort? Why do you think it did not change?*

Reflecting

Ask students to use the following questions to reflect on the ripple effects of their service project. They can write in their *Service-Learning Logs*. Then discuss the answers.

What?	What are some things you do well now that you did not do well before the service experience? What is one or more skill that you think you developed?
So what?	How did the service experience change your opinion about yourself or about some aspect of your life?
Now what?	How do you think you will apply what you have learned during your service experience? How might the experience be helpful in your classes? How might it help in connecting with other people? How might it help expand your circle of friendships? What impact do you think it has had on your values?



Community Connection

Does your community have a Web site for ways in which volunteers can get involved in activities that benefit your community? If so, write an entry on social media about some of the volunteer activities that are available, and explain how they help the community become a better place to live for everyone. Play up the great opportunities that exist. Finally, provide a link to the community's Web site for volunteers.




Family Connection

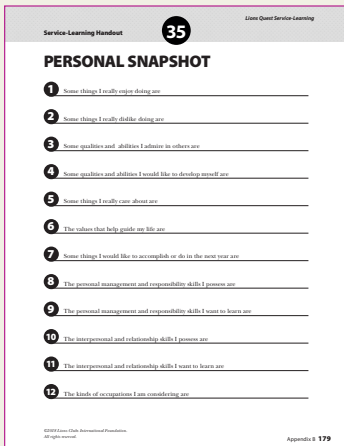
Ask students to select a family member to interview about how that person perceives the effects of the service-learning experience on the student. Has the experience changed his or her attitudes in any way? How? Has it helped him or her clarify values in any way? If so, how? What does the family member think the student has learned from the experience? Has the experience affected how the student is thinking about his or her future?



Applying Across the Curriculum

SCIENCE Ask students to explore the kind of research that citizen-scientists do to help trained scientists in their research fields. For example, in studying the environment, students have undertaken projects like collecting data from local rivers and streams to measure pollution. Citizen scientists have also helped biologists care for animals that have been harmed by environmental accidents. For example, after millions of barrels of oil spilled from the *Exxon-Valdez* in 1989, citizens worked with scientists to help clean birds and other wildlife. Ask each student to bring in one example of the actions of citizen-scientists and explain it to the class.

 **Service-Learning Handout 35:**
Personal Snapshot



Service-Learning Handout 35 Live Quest Service-Learning

PERSONAL SNAPSHOT

1. Some things I really enjoy doing are _____
2. Some things I really dislike doing are _____
3. Some qualities and abilities I admire in others are _____
4. Some qualities and abilities I would like to develop myself are _____
5. Some things I really care about are _____
6. The values that help guide me life are _____
7. Some things I would like to accomplish or do in the next year are _____
8. The personal management and responsibility skills I possess are _____
9. The personal management and responsibility skills I want to learn are _____
10. The interpersonal and relationship skills I possess are _____
11. The interpersonal and relationship skills I want to learn are _____
12. The kinds of occupations I am considering are _____

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A APPLYING 2 MINUTES

Dictate the following quotation to the students, and ask them to demonstrate what it means to them personally by writing their thoughts in the *Service-Learning Log* or by creating a visual representation, such as a collage or drawing. Here is the quotation:

Though I have no way of proving it, I hold by the view that our lives are not mere gibberish, but the utterances of what we value, what we desire. Our actions are the sum of what we mean. Like a car bumping down a dirt road, each of us leaves behind a faint plume, a record of our passing.

--Scott Russell Sanders, "Dust," *Secrets of the Universe*

ASSESSING

PRACTICING (INFORMAL FORMATIVE ASSESSMENT) Informally assess how thoughtfully the students filled out **Service-Learning Handout 35: Personal Snapshot**. In addition, assess how actively they participated in the class discussion comparing the **Personal Snapshot** to the **Personal Profile (Service-Learning Handout 14)** they filled out earlier.

APPLYING (FORMAL FORMATIVE ASSESSMENT) Review how specifically the students answered the Reflecting questions *What? So What?* and *Now What?* Did they cite specific examples from their service experience? Did they write about how the experience might affect them in school and in connecting with other people? Did they write about how the experience has affected their values?

BUILDING SKILLS BEYOND THE LESSON

Make a Poster for Future Students! **REINFORCEMENT**

APPLYING Ask students to create a poster about their service-learning for younger students who will follow them in doing service-learning projects. The poster could, for example, cover five "rules" for helping other people through service. Students should illustrate their posters, and teachers can post them around the classroom as emblems of the students' experiences.

Finish the Scrapbook!

APPLYING Previous lessons suggested that students compile materials for a scrapbook about their service experience, including photos, notes, drawings, and other materials. Students began to organize all their materials for their scrapbook about the experience. Now have them bring their scrapbook to completion by pasting in the materials and designing a cover. You might arrange a display in the classroom that features the scrapbooks.

Conduct a Poll!

ENRICHMENT

APPLYING Suggest that some students design a poll about the service-learning experience. What worked well? What was valuable about the experience? They should write statements such as, "The service-learning experience helped me clarify my values." Then students can rate their agreement with each statement on a scale from 1 to 10. Have students conduct the poll, compile the results, and draw conclusions.

Create a Piece of Art!

APPLYING Have students create a piece of art, such as a painting or a photograph, which expresses the most important aspect of the service-learning experience for them. For example, they could create a painting of a scene in which they were helping a child learn to read. Consider posting the works of art around the classroom.

LESSON

3

Affirming Contributions

In this lesson, which will take one class period to complete, students acknowledge their own and classmates' contributions to the service-learning project(s) or placements. These affirmations help build self-confidence, validate the students' ability to contribute, and encourage them to bond with one another.

SEL COMPETENCIES

Social awareness
Relationship skills

SKILLS Recognizing family, school, and community supports; building healthy relationships, including those with individuals and groups; communicating clearly; seeking help when needed

PREPARATION

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

MATERIALS

- ✓ Large ball of yarn
- ✓ Lightweight inflated beach ball
- ✓ Optional: scissors
- ✓ *Service-Learning Handout 36: Personal Action Plan*

CLASSROOM CONFIGURATION

- D** whole class **C** whole class
- P** Individuals/whole class
- A** individuals

OBJECTIVES

Students will

- ✓ Affirm individual contributions to the service experiences
- ✓ Affirm class contributions to the lives of others
- ✓ Create a personal action plan for continuing to be socially responsible



DISCOVERING 8 MINUTES



INSTRUCTION

Explain the purpose of this lesson.

Write on the board the purpose as it applies to the student:

To affirm one another's contributions to the service experience and the lives of others

Explain that when we affirm one another's contributions, we help our community become a place where people support and appreciate one another and are willing to reach out and help one another. Indicate to students that since that is the kind of community you all want—both inside and outside the classroom—there is no reason they should feel embarrassed when someone says they did a good job or feel awkward when they praise some else for work well done. Stress that pointing out other people's positive contributions encourages those people to stay involved and to keep on contributing.



CONNECTING 10 MINUTES

ACTIVITY 1

The class creates a yarn web and uses it to bounce a beach ball.

Ask students to form a circle. Holding up a ball of yarn, explain that they are going to use it to create a web. To do this, one student holds the end of the yarn and tosses the ball across the circle to another student, who in turn holds on to a piece of yarn and tosses the ball to someone else, and so on.

As a student tosses the ball, he or she names a way the class as a whole, a group of students, or an individual classmate contributed to the lives of others. Stress that everyone in the circle must catch the ball at least once and that everyone must name at least one contribution—without repeating one already mentioned.

Begin the activity by tossing the ball to a student and saying something like “Jasmine helped Steven write a story,” or “We found out that no one was taking responsibility to clean up Clark Creek.”

Once everyone is holding a strand of the web, toss the beach ball into the middle. Have students work together to bounce the ball on their network of yarn. If the ball falls through the web, students have to add more strands and name more ways they did or can support others and make a difference in others' lives.

Community Connection

As students have been progressing through *Lions Quest Service-Learning*, they have been reaching out to find out more about services and leaders in their community. Ask them to work in small groups to identify a local hero—someone in their community who has made a big difference in their community by helping others and/or providing important services. Then have them write a feature article about this person, explaining the actions he or she took and the impact of those actions. Encourage them to try to interview their local hero. Then ask them to submit their articles for publication in either the school newspaper or a local newspaper.

Family Connection

Ask students to explain to family members that they have been identifying ways in which they supported one another during the service-learning project. Ask them to brainstorm with family members one way in which family members could support one another. It might be something as simple as stopping for a moment and saying, “Nice job!” After they have decided on the way they will support one another, encourage them to put the strategy into practice and take note of the results in their *Service-Learning Logs*.

Applying Across the Curriculum

HISTORY Have students do research to find out about a crisis in history that required an extraordinary amount of cooperation and mutual help. They should do research and report to the class about the event. For example, at the Battle of Dunkirk in 1940, British and Allied forces were surrounded by attacking German troops. To escape, the British arranged a huge flotilla of ships and boats to escape from the Germans, return to Britain, and prepare for the next phase of World War II. The escape required an extraordinary amount of cooperation and mutual support among the soldiers and their commanders.

Volunteers share meaningful moments related to their service experience(s).

As students continue to hold the web, ask volunteers to share positive comments or incidents that made an impression on them during their service experience.

Optional: Students cut pieces of the web as mementoes.

Pass around scissors so that each student can cut a piece of the web as a memento of his or her service-learning experience.

Bring closure to the lesson.

ASK:

- *How is the web of yarn under the beach ball similar to your project(s) or placements?*

Guide students to recognize that the yarn web supports the beach ball in the same way they supported others and addressed their needs. Point out that the class made the web stronger—and the service more effective—by working together, cooperating, and strengthening the connections among class members.

PRACTICING 20 MINUTES

ACTIVITY 2

Complete a Personal Action Plan.

Distribute and ask students to complete **Service-Learning Handout 36: Personal Action Plan**. Explain that in thinking about their **Personal Action Plan**, they should take into consideration their service-learning experience, what they have learned about themselves, and what they have learned about their community. Give students 10 to 15 minutes to fill out their forms. Then ask volunteers to share their plans with the class and discuss them. **ASK:**

- *How did the service-learning experience help you understand ways in which you are unique?*
- *How did the experience help you think of ways in which you can put your unique skills into action?*
- *How did the experience help you think of steps toward your goal?*

Reflecting

Ask students to use the following questions to reflect on how classmates supported one another during their service project. They can write in their *Service-Learning Logs*. Then discuss the answers.

What?	What were some of the ways in which people in your class supported one another during the service experience? How did you help others? How did others support you?
So what?	How do you think that cooperation in your class contributed to the success of your service-learning project(s)?
Now what?	As you filled out your Personal Action Plan , how do you think other people will be able to help you meet your goals?

A APPLYING 2 MINUTES

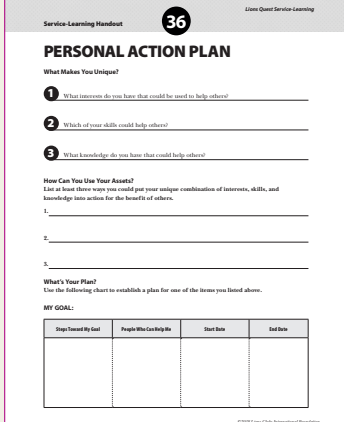
Encourage students to fill out their **Personal Action Plans** as thoroughly as possible. You might want to collect them and offer individual suggestions for how they can make their plans as complete and realistic as possible. Consider setting up a monthly check-in at which students will look at their **Personal Action Plans** and assess the progress that they are making toward their goals.

ASSESSING

PRACTICING (INFORMAL FORMATIVE ASSESSMENT) Informally assess how well students contributed to the yarn web and beach ball activity. Did they suggest ways in which classmates helped one another during the service experience? Did they contribute to the discussion of meaningful moments that occurred during their service experiences?

APPLYING (FORMAL FORMATIVE ASSESSMENT) Review how specifically the students answered the Reflecting questions *What? So What?* and *Now What?* Did they cite specific examples of ways in which people helped one another during the service experience? Did they discuss how cooperation contributed to the success of the service project?

Service-Learning Handout 36: Personal Action Plan



Service-Learning Handout 36
Lissa Quast Service-Learning

PERSONAL ACTION PLAN

What Makes You Unique?

1. What interests do you have that could be used to help others? _____
2. Which of your skills could help others? _____
3. What knowledge do you have that could help others? _____

How Can You Use Your Assets?
List at least three ways you could put your unique combination of interests, skills, and knowledge into action for the benefit of others.

1. _____
2. _____
3. _____

What's Your Plan?
Use the following chart to establish a plan for one of the areas you listed above.

MY GOAL:

Step Toward My Goal	People Who Can Help Me	Start Date	End Date

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BUILDING SKILLS BEYOND THE LESSON

Create a Symbol!

REINFORCEMENT

APPLYING Have each student create a symbol of his or her service experience in a medium of choice. For example, a student could write a song or poem, paint or draw a picture, or create a collage. Explain that the symbols must be created in time to share them with their outside audience during Lesson 19.

Respond to a Quote!

APPLYING Have students write a paragraph explaining how their service-learning project showed the truth of the following quotation by John W. Gardner, Secretary of the Department of Health, Education, and Welfare under President Lyndon B. Johnson:

"A healthy community reaffirms itself continuously. It builds its own morale. It may face up to its flaws and tolerate criticism, but basically it has confidence in itself. No group, no matter how well-established, can take such affirmations for granted."

Write in the Service-Learning Log!

ENRICHMENT

APPLYING The *Service-Learning Log* is a good place for students to write thoughts that they want to keep private and not share with other people. Suggest that they take a few minutes to write in their Logs about an instance of helping and cooperating during their service-learning experience. Suggest that they describe how they reacted to this instance of cooperation. Was it important to them? Why or why not?

Analyze Cooperation in Media!

APPLYING Have students identify an example in television or movies when characters band together and support one another to achieve a goal. In a sports movie, for example, a team could come together to win a championship. How did the group work together? How did they support one another?

Step 1	Step 2	Step 3	STEP 4	Step 5
Investigation	Preparation and Planning	Action	REFLECTION	Demonstration and Celebration

Reflecting and Assessment

REFLECTING

In Step 4: Reflection, students have thought about, evaluated, and examined their learnings from the service-learning project. Have them reflect in their *Service-Learning Logs* about the fourth step in the process.

What?	What were some important things you learned from your service-learning experience? What did you learn about your own talents, skills, and interests? What did you learn about your community? What did you learn about the people whom you were working with?
So what?	During your group's evaluation of your project, what did the group think they did well? Is there anything they wish they had done differently? What would it have been? What do you personally think was your greatest contribution to your group's efforts?
Now what?	How do you think the service-learning experience might affect your own future? Do you feel that you want to be involved in some way in your community's efforts to make itself better? Do you think the experience might affect your own thinking about a future career? How?

ASSESSMENT

Student Rubric for Step 4: Reflection

For each step in the *Lions Quest Service-Learning* program, a rubric is provided to assess students' level of understanding, engagement, and participation. A rubric for Step 4: Reflection follows. For those students who receive a "Developing" assessment, the teacher should consider intervention through one-on-one consultation. Another alternative is to pair one of these students with a student who receives an assessment of "Exceeds Standards."

Rubric for Step 4: Reflection		
Exceeds Standards	Meets Standards	Developing
Student participates at a very high level in reflecting on and evaluating his or her group's participation in the service-learning project. The student reports thoroughly on activities, describes very well the learnings from the experience, and fully and honestly assesses the group's effectiveness.	Student participates at a high level in reflecting on and evaluating his or her group's participation in the service-learning project. The student reports well on activities, describes the learnings from the experience, and does a good job of assessing the group's effectiveness.	Student participates at an inconsistent level in reflecting on and evaluating his or her group's participation in the service-learning project. The student reports only on some activities, describes few or no learnings from the experience, and participates inconsistently in assessing the group's effectiveness.

Step 1	Step 2	Step 3	STEP 4	Step 5
Investigation	Preparation and Planning	Action	REFLECTION	Demonstration and Celebration

PORTFOLIO ASSESSMENT

In Step 3: Action, students collected tangible work related to the action step. Now, in Step 4: Reflection, students will collect work they have done to reflect upon and evaluate their service-learning experience. Remind students that the portfolio is a tool for getting students to make useful yet personal judgments about the significance of what was learned.

FOR PORTFOLIO ASSESSMENT FOR STEP 4: REFLECTION, FOLLOW THESE STEPS:

1. Decide with students which products from Step 4 will be included in the portfolio. In the three lessons for this step, students will have created written and visual materials for the reflection step. These materials include making a documentary, writing a feature article, making a poster, creating a painting or photograph, and creating other products that reflect their work on the service-learning project.
2. Consider holding an individual conference in which each student explains why he or she included particular exhibits and how the exhibits express their reflections about the service-learning project.

WRITTEN ASSESSMENT

Self-Awareness: Recognizing the Connections Between Feelings, Thoughts, and Behavior

Write a Chapter of Your Memoir!

Explain to students that in a memoir, people write about their own experiences—and their feelings about and reflections on those experiences. Have student write a one- to three-page chapter of their own memoir that is about their service-learning experience. The memoir chapter should explain what they did during the service experience but also what they thought and felt about the experience. The chapter should:

- Review what they did during the service-learning experience
- Explain whom they worked with—the other members of their group or committee
- Describe how the student interacted who received the service(s)
- Explain the student's reflections, thoughts, and feelings about the experience

ASSESSMENT: Assess the student's memoir chapter for its completeness, inclusion of specific details, and clarity of reflections upon the experience.

Step 1	Step 2	Step 3	Step 4	STEP 5
Investigation	Preparation and Planning	Action	Reflection	DEMONSTRATION AND CELEBRATION

Five Steps of Service-Learning

STEP 5: DEMONSTRATION AND CELEBRATION

Lions Quest Service-Learning takes students through five steps of a service-learning project that they plan and execute. To review, those five steps are:

Step 1: Investigation

Step 2: Preparation and Planning

Step 3: Action

Step 4: Reflection

Step 5: Demonstration and Celebration

In Step 5, Demonstration and Celebration, students will celebrate their accomplishments during their service-learning projects. With guidance and support from a facilitator, they will:

- Gather all documentation of the service-learning project from the beginning to the completion.
- Determine audiences outside the classroom who would benefit from learning about the project results.
- Create and present a class presentation to demonstrate the individual and collective learning from the project through reports, digital presentations, photography, videos, publications, performances, and/or artistic displays to audiences outside the classroom.

Step 1	Step 2	Step 3	Step 4	STEP 5
Investigation	Preparation and Planning	Action	Reflection	DEMONSTRATION AND CELEBRATION

Example of a Service-Learning Project

Step 5: Demonstration and Celebration

At the beginning of each step of the students' service-learning project, *Lions Quest Service-Learning* provides an example of how a project unfolds in five steps. Following is the Demonstration and Celebration step of the sample project.

Example

News spread about the project, and the students were eager to tell others of their experiences. They invited the principal, assistant principal, mayor, community representatives, and community newspaper reporters to the school to hear about the project and celebrate their successes.

The students put on a multimedia presentation that conveyed their new understanding of recycling and civil responsibility and their sustainable plan to recycle at the school. Then they took the audience on a tour of the school to see the decorated recycling containers and the impact they had on litter and trash on the school grounds. The presence of the city and school officials validated the importance of the students' efforts.

The students asked the guests questions or made statements about issues they had worked on that they now recognized as issues in their community and world. Students understood that they could make a significant difference in a short amount of time and also communicate with community members and leaders to extend the results and affect policy and systemic change over time.

The students' involvement in this project helped them become more civic-minded and brought them closer to an understanding of citizenship as an active pursuit. They were becoming literate citizens by realizing that they could be part of the solution to significant problems through using their skills and knowledge to address real issues in the school and community.

Overview of Step 5

Step 5 of *Lions Quest Service-Learning* consists of three lessons.

Lesson 1: Planning and Practicing for Presentations

Lesson 2: Reaching Out

Lesson 3: Celebrating Accomplishments

Planning and Practicing Presentations Beyond the Classroom

During this lesson, students will revise and rehearse their presentations, which they presented to classmates and the Advisory Team in Step 4, Lesson 1, to present to an audience beyond the classroom. In most cases, this lesson will take two class periods to complete. They will deliver their presentations to the outside audience in Step 5, Lesson 2.

SEL COMPETENCIES

Social awareness
Relationship skills

SKILLS Recognizing family, school, and community support; communicating clearly; working cooperatively

PREPARATION

Work with the Public Education committee to organize the presentations of the service-learning project to audiences from outside the school. You might also want to ask the Advisory Team to help the Public Education Committee.

Contact members of the outside audience, and make sure that the planning, schedule, and arrangements made by the Public Education committee are clear.

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

MATERIALS

✓ *Service-Learning Handout 37: Clarifying Questions*

CLASSROOM CONFIGURATION

- D** whole class **C** whole class
- P** whole class/small groups
- A** whole class

OBJECTIVES

Students will

- ✓ Participate in planning a presentation to an outside audience about the service experience
- ✓ Practice the presentation
- ✓ Provide feedback on classmates' presentations and methods



DISCOVERING 8 MINUTES



INSTRUCTION

Explain the purpose of this lesson.

Write on the board the purpose as it applies to the student:

To revise, practice, and rehearse presentations to outside audiences about the results, impact, and benefits of the service experience

Explain to students that they will revise and improve the presentations that they delivered to their classmates and the Advisory Team in Step 4, Lesson 1. Remind them that a Public Education committee is contacting people from beyond the classroom to form the audience. Audience members might include the principal, assistant principal, the mayor, community representatives, and community newspaper reporters. *Emphasize that each student should have a role in the presentation.*



CONNECTING 10 MINUTES

ACTIVITY 1

Students discuss the benefits and content of the presentations.

Have students suggest reasons to share their service experiences with people outside the classroom. Guide students to recognize that the presentations will:

- help others see the benefits of service-learning, including the knowledge and skills learned and strengthened;
- increase awareness of school and/or community needs and ways people can help address them;
- demonstrate that young people are valuable resources.

Then ask students to put themselves in the place of the audience and suggest what they might like to learn from a presentation about service. As students suggest items, write them on the board. The final list should include:

- the needs addressed in the service project;
- the goals of the project or placement;
- the tasks performed;
- the ways in which the school or community changed as a result of the service experience(s);
- ways in which other people can help to meet the identified need;
- the skills and knowledge that the students gained through the service experience;

- the ways in which service-learning and *Lions Quest Service-Learning* program have increased their understanding of personal and social responsibilities.

P PRACTICING 20 MINUTES

ACTIVITY 2

The Public Education Committee shares tentative plans for the presentations.

The Public Education Committee tells the class what plans have been made for the presentation, including audience members, date, place, and time. They should also explain the materials that the presentations could involve, such as videos of service-learning work, testimonials from people helped, panel discussions, skits, letters to city council or to the editor of the local newspaper, coloring books for a kindergarten class, collages, a storyboard, or any other visual means of presenting the project and its results to others.

Prepare the presentations.

Distribute **Service-Learning Handout 37: Clarifying Questions**. The Handout contains eight questions that the groups or committees should ask themselves—and answer—as they work to make their presentations as interesting and effective as they can be. As the groups or committee work to answer the questions, circulate and offer suggestions for how the groups can make changes to improve their presentations.

Committees or groups complete and rehearse their presentations.

Have the students group themselves according to their projects or placements and finalize a plan for their part of the presentation. Tell students how much time they will have to do this. Explain that at the end of that time, each group or committee will rehearse their presentation by giving it to the rest of the class. Then have them rehearse their presentations.

The class offers feedback on the presentations.

Guide the class to emphasize strengths and phrase suggestions for change in positive terms when giving feedback on the presentations. Explain the “sandwich” approach to giving feedback. Start by citing the strengths of the presentation. Then offer constructive suggestions by using phrases like “You might consider” or “You might try.” Finish by emphasizing the strengths of the presentation and its potential to be even better.

Reflecting

Ask students to use the following questions to reflect on the presentations that they have been preparing. They can write in their *Service-Learning Logs*. Then discuss the answers.



Community Connection

Have students work with their Advisory Team and the Public Education Committee to prepare a panel discussion about their service-learning experience. The Advisory Team can help students plan the discussion, decide on the site, and help to invite members of the community to the panel discussion. The discussion could be planned for the local library or community center. The purpose would be to share with the community what the goal of the service experience was, how the experience was organized, what activities the students participated in, and what the results of the experience were. Time should be left for audience questions.



Family Connection

In connection with the Community Connection activity described above for a panel discussion, students can work with their family members to help to organize the discussion. In addition, families can form at least a portion of the audience for the panel discussion. Have students discuss with family members the schedule, organization, and publicity for the discussion. They might also help the student send out invitations.



Applying Across the Curriculum

VISUAL ARTS Ask students to prepare a collage about their service experience. The collage can be a collection of photos that are arranged artistically, or it could be original drawings that students with artistic talents can create. Explain to the students that they should express as much about the experience as they can, including the goals were, activities, and effects on the school or community.

 **Service-Learning Handout 37:**
Clarifying Questions

Service-Learning Handout **37** Using Your Service-Learning

CLARIFYING QUESTIONS
Use the following questions to help you and your group or committee plan the presentation on your service-learning project for an outside audience.

- 1 Who is your audience?
- 2 What is your goal? What are you trying to communicate?
- 3 Does the presentation as discussed so far seem appropriate for the intended audience?
- 4 What are the strengths of your presentation? Weaknesses?
- 5 What information, if any, is missing?
- 6 What would you take from the presentation? Why?
- 7 How will you use visuals and other materials, such as photographs, videos, testimonials, slides, and letters to the editor, in your presentation?
- 8 What are follow-up steps for your audience? What do you want them to do?

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What?	What reactions do you expect an outside audience to have to these presentations? What are some problems you might encounter in making these presentations? What are some ways you can avoid or handle problems during the presentation?
So what?	How did rehearsing the presentation in front of the class help you prepare for the actual presentation?
Now what?	How might the presentations help shift the community's perception of its teenagers?

A APPLYING 2 MINUTES

Before the actual presentations, have the students rehearse their presentations one more time among themselves. You might want to work with them to make sure that their visuals are integrated well into the presentation. If the students are using technology such as a slideshow, for example, help them be sure that they refer to slides at appropriate times during their talk.

ASSESSING

PRACTICING (INFORMAL FORMATIVE ASSESSMENT) Informally assess how well students contributed to their group's or committee's preparations for the presentation to an outside audience. Did they actively participate in the planning? Did they have a defined role in the preparations? Did they give feedback during the rehearsals? Did they actively help their group or committee make revisions to the presentation?

APPLYING (FORMAL FORMATIVE ASSESSMENT) Assess students' contributions to the planning of their presentations. Did they help make the presentation well-prepared and organized? Did they use the rehearsal to make improvements? During the rehearsal, did they effectively integrate the visuals into their talk?

BUILDING SKILLS BEYOND THE LESSON

Write About Your Ideal Career!

REINFORCEMENT

APPLYING Have students write in their *Service-Learning Log* and propose an ideal career that combines their definition of success with the skills and talents they now possess because of their service-learning experience. What factors might change the formula for their personal success story?

Respond to a Quote!

APPLYING Have students write a paragraph in which they respond to the following quotation. What is Marie Arapakis saying in the quote? How do the students think the quote applies to them?

There is perhaps no greater drain on human energy, creativity, and spirit than people "misfit" in the work they do. Finding the right livelihood is a gift to the planet—a part of doing your share. —Marie Arapakis, psychologist and author

Explore Web Sites!

ENRICHMENT

APPLYING Ask students to research the Internet to find a Web site about the kind of service similar to the one in their service-learning project. For example, if their service-learning was about tutoring young children, they could find a Web site that connects volunteer tutors with schools. Ask them to report to the class on what the Web site is, what kinds of information it contains, how it provides assistance to people in need, and how it supports volunteers.

Write a Dialogue About Values!

APPLYING Ask students to think about a value that they perceived in their service project, such as generosity or helpfulness. Then have them write a dialogue between two people about this value—what it means, how it is expressed, and why it is important. The dialogue can involve two fictional characters, one fictional and one historical character, or two historical characters.

Making Presentations Beyond the Classroom

During this lesson, students will make their presentations to an audience beyond the classroom. The timing of the lesson depends on the content and structure of the presentations and how and where they have been scheduled. One option is to present them in the classroom or school during one or several class periods. Another option is to present them outside the school and/or outside school hours.

SEL COMPETENCIES

Self-management
Social awareness
Relationship skills

SKILLS Accurately assessing one's strengths and limitations; communicating clearly; working cooperatively

PREPARATION

Schedule the presentations for the outside audience and communicate the times.

CLASSROOM CONFIGURATION

- D** whole class **C** whole class
- P** Individuals/whole class
- A** individuals

OBJECTIVES

Students will

- ✓ Describe how the ripple effect applies to his or her own service-learning experience
- ✓ Objectively characterize himself or herself
- ✓ Identify ways in which each student has changed as a result of his or her service experience(s).



DISCOVERING 8 MINUTES



INSTRUCTION

Explain the purpose of this lesson.

Write on the board the purpose as it applies to the student:

To deliver presentations to outside audiences about the results, impact, and benefits of the service experience

Explain to students that they will be delivering the presentations that they been planning and rehearsing. Be sure that everyone in the class understands the time and place for the presentations. Remind them to bring any visuals they will be using.

Make final preparations for the presentation.

Give students the following tips for the actual presentation:

- Just be themselves. Audiences like speakers who are authentic.
- Speak clearly and forcefully.
- Don't speak too quickly.
- Talk to the audience. Don't read from notes.
- Make eye contact with the audience.
- Refer to their visuals at appropriate times in their presentation.
- Listen closely to audience questions, and respond as politely, clearly, and accurately as possible.



CONNECTING 10 MINUTES

ACTIVITY 1

Introduce the presenters and presentations.

Welcome the audience members to the presentations, and thank them for coming. Then introduce, or have a student introduce, the students to the audience. In addition, provide a broad overview of what the audience can expect from their presentations.



Community Connection

Does your community have a Web site for ways in which volunteers can get involved in activities that benefit your community? If so, write an entry on social media about some of the volunteer activities that are available, and explain how they help the community become a better place to live for everyone. Play up the great opportunities that exist. Finally, provide a link to the community's Web site for volunteers.



Family Connection

Ask students to select a family member to interview about how that person perceives the effects of the service-learning experience on the student. Has the experience changed his or her attitudes in any way? How? Has it helped him or her clarify values in any way? If so, how? What does the family member think the student has learned from the experience? Has the experience affected how the student is thinking about his or her future?



Applying Across the Curriculum

SCIENCE Ask students to explore the kind of research that citizen-scientists do to help trained scientists in their research fields. For example, in studying the environment, students have undertaken projects like collecting data from local rivers and streams to measure pollution. People can also contribute greatly in counting animals. Citizen scientists have also helped biologists care for animals that have been harmed by environmental accidents. For example, after millions of barrels of oil spilled from the *Exxon-Valdez* in 1989, citizens worked with scientists to help clean birds and other wildlife. Ask each student to bring in one example of the actions of citizen-scientists and explain it to the class.



PRACTICING 20 MINUTES

ACTIVITY 2

Students make their presentations.

The audience reacts to the student presentations.

Encourage the audience to comment on the presentations and to ask students questions about them.

Bring closure to the presentations.

Thank the audience members for attending and tell them you would welcome any additional comments that they may have about any facet of the *Lions Quest Service-Learning* program.

After the audience has left, debrief about the presentations.

It is a good idea to hold a debriefing discussion about the presentations. If the presentations took place in the classroom, the debriefing can take place right away. If the presentations were offsite, then waiting to return to the classroom may be more appropriate. Begin by complimenting the students on their hard work and achievements. **ASK:**

- *How did you feel about the presentations?*
- *What were you proud of during the presentations?*
- *Did any of the questions from the audience surprise you? Were any difficult for you to answer? Why?*
- *What have you learned that will help you in future presentations?*

Reflecting

Ask students to use the following questions to reflect on the presentations to outside audiences. They can write in their *Service-Learning Logs*. Then discuss the answers.

What?	How did the outside audience react to the presentations? What were some important questions they asked? What problems did you encounter in making the presentations? How did you deal with those problems?
So what?	What impact do you think the presentations had on the outside audience? In preparing your presentation, what did you learn about your service-learning experience?
Now what?	How do you think this experience will help you in making future presentations?

A APPLYING 2 MINUTES

Through discussion, ask students to think and talk about how they can apply what they have done in their service-learning project. **ASK:**

- *What impact do you think the service-learning project had on your school or community?*
- *What effect has the experience had on you as a person?*
- *What skills did the experience help you develop?*
- *How do you think the experience might affect your future plans or your thinking about a career?*

ASSESSING

PRACTICING (INFORMAL FORMATIVE ASSESSMENT) Informally assess how well students participated in their group's or committee's presentation to an outside audience. Did they actively participate in the planning? Did they have a role in the presentation? Did they actively contribute to the debriefing about the presentation?

APPLYING (FORMAL FORMATIVE ASSESSMENT) Assess students' performances during their part of the presentation. Was the presentation well-prepared and organized? Did students use the rehearsal to make improvements? During their presentation, did they follow the guidelines you presented? Did they speak clearly? Did they make eye contact? Did they effectively integrate the visuals into their talk?

BUILDING SKILLS BEYOND THE LESSON

Remember the Highs and Lows!

REINFORCEMENT

APPLYING Explain to students that every project has its high points and its low points. Ask students to write in the *Service-Learning Log* about one high point and one low point during their service-learning experience. How did they feel about the high point? How did they bounce back from the low point?

Explore Possible Future Service Projects!

APPLYING Now that students have had first-hand experience with a service project, have them write in their *Service-Learning logs* about one or more possible service projects that they might be interested in in the future. Ask them to explain how they might learn about opportunities in this area.

Share the Experience!

ENRICHMENT

APPLYING As a closure to the service experience, ask students to create a post on social media about the service experience and their presentations. Suggest that they gather photos and write short captions that will tell the story of their service experience.

Recruit Others to the Cause!

APPLYING Have students work in groups of three or four to create posters that will recruit others to the service cause that they have just completed. For example, if they worked on a recycling campaign, they could recruit other students to take up the recycling cause. The poster should convey information but also be attractive to get the attention of people.

Celebrating Accomplishments

During this lesson, students will participate in a recognition activity or event planned by the Advisory Team and/or a Planning Committee of students. The purpose is to applaud students' efforts on their service-learning projects. Many young people have never been publicly recognized for anything, so it is especially important to celebrate successes and to acknowledge individual and group effort. Students will also have a final summing-up discussion about their service experience. The timing of the lesson depends on the activity or event planned and how and where it has been scheduled.

SEL COMPETENCIES

Social awareness
Relationship skills

SKILLS Recognizing family, school, and community support; communicating clearly; working cooperatively

PREPARATION

Depending on the celebratory activity that the students choose, be sure that appropriate people, such as members of the Advisory Team, have been invited.

MATERIALS

- ✓ Will vary according to the celebratory activity that the students select

CLASSROOM CONFIGURATION

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

OBJECTIVES

Students will

- ✓ Help carry out and participate in an activity or event that recognizes everyone involved in the service experience(s) and the *Lions Quest Service-Learning* program
- ✓ Convey special thanks to the Advisory Team
- ✓ Acknowledge closure of the service experience(a) and the *Lions Quest Service-Learning* program



DISCOVERING

8 MINUTES



INSTRUCTION

Explain the purpose of this lesson.

Explain the purpose of this lesson.

To deliver celebrate students' accomplishments during service-learning and to have a final summing-up discussion about the service-learning experience

Explain to students that they have accomplished a great deal in their service-learning experiences—and now is the time to celebrate those contributions to their school or their community. One option in planning the celebration is to have the Advisory Team work with a Planning Committee of students who help plan the event. If, for some reason, the Advisory Team is not available, you might work with the Planning Committee to plan the event. *It is important to plan an event in which every student is recognized.*



CONNECTING

10 MINUTES

ACTIVITY 1

Plan the celebration.

Following are several options for celebratory activities. They range from simple to relatively elaborate. Consider time and resources in deciding which one(s) is most appropriate for your class. No matter which celebration is chosen, however, encourage students to share the skills and insights they gained during their service experiences. Make sure they thank the Advisory Team members not only for the celebration but for their leadership and support throughout the program.

Design a ribbon or certificate to honor each student's participation in the service experience.

Every student should received the ribbon or certification. A simply ceremony can be planned in which you, the Advisory Committee, or the Planning Committee hands out an award to each student and recognizes his or her contributions to the service-learning project.

Present to another class or to the school.

The class revises the presentation that they made to an outside audience and presents it to another class or to a schoolwide assembly. The Advisory Team and school administrators could be included in this kind of celebration.

Organize a party.

Organize a party in the classroom. Refreshments can be served, but each group or committee should have 2 to 3 minutes to explain to the class what the service experience meant to them, what challenges they faced, and what their accomplishments were.

Hold a panel discussion.

The students can organize a panel discussion for the school or at the local library about their service experience. In the discussion, they talk about the need they saw in the community and the actions they took to address those needs. The audience should be encouraged to participate in the panel discussion through questions and comments.

Share their stories.

This celebration gives each student the opportunity to share their stories during the service experience. Each student can have 2 or 3 minutes to relate an incident that moved them, challenged them, or gave them insight into the needs of the people and of the community.

Organize a schoolwide Service Fair.

Some schools have Service Weeks in which many or all classes participate in a service experience. At the culmination of the Service Week, the school can organize a Service Fair, at which each class would have a table in the gymnasium or assembly hall with posters and other visual displays to tell the story about their service experience. The Planning Committee for your class can organize the presentation, but all students should have a role in putting the plans in action by designing posters and being at the table.

P PRACTICING 20 MINUTES

ACTIVITY 2

The celebration takes place.

Once the planning is done, decide on a time and place—and have the celebration! During the event, go around the room and ask each person at the celebration what he or she found most rewarding or gratifying personally about being a participant in the service experience and the *Lions Quest Service-Learning* program.

Reflecting

Ask students to use the following questions to reflect on their service-learning experience. They can write in their *Service-Learning Logs*. Then discuss the answers.

What?	What was most important to you about the service experience? What do you think was your greatest achievement? Did any aspect of the experience disappoint you? Why?
So what?	What effect do you think you and your group or committee had on the school or community with your service-learning experience? Do you think you changed how your community thinks about teenagers? Why or why not?
Now what?	What do you think you will do with this experience? Has the experience affected how you think about your education? About your possible career choices?



Community Connection

Ask students to write two to three blog posts for a local organization that provides services in the field in which they were involved during their service-learning projects. For example, if they were volunteering at a local animal shelter, they could write blog posts to update the community about what the shelter does, what its latest activities are, and how people can participate in volunteer activities for the organization.



Family Connection

Have students plan a summing-up discussion with their families about the service-learning experience. They should discuss how the project went, what its challenges were, and what its triumphs were. How do family members think the experience affected the student? Remind students to thank their families for their help and support during the project. To celebrate the experience, the family might post photographs of the student's involvement in the project.



Applying Across the Curriculum

MATHEMATICS Previous activities have asked students to keep a record of statistics related to the service-learning experience. How many hours did their committee or group work on the project? How many people did they interact with? How can they quantify what changed as a result of their involvement? For example, if they volunteered at an animal shelter, how many animals did they help? How many animals found new homes as a result of their efforts? Once students have gathered the data, have them communicate it in a mathematical way—by creating a graph or a chart.

A APPLYING 2 MINUTES

Conduct a final, summing-up discussion about the service-learning experience.

ASK:

- *What was the part of your service-learning experience that you value the most?*
- *Is there any aspect of the experience that you wish you had done differently? What is it, and why?*
- *How do you think the experience affected your community?*
- *Do you think the service helped to change your community's perceptions of teenagers? If so, how?*
- *What skills do you think you developed as a result of your service experience?*

ASSESSING

PRACTICING (INFORMAL FORMATIVE ASSESSMENT) Informally assess students' self-understanding as they discussed the service-learning experience. What learnings they they communicate? What insights did they share about the effects of service-learning? Did they recognize any skills that the experience helped them develop?

APPLYING (FORMAL FORMATIVE ASSESSMENT) Begin to assess students' participation in the service-learning experience? Did they participate fully in planning? Did they engage fully in the tasks and activities that were part of their service experience? Did they develop skills in organizing, communicating, and working cooperatively during the service experience? Reflecting and Assessing for Step 5, which immediately follows this lesson, has more ideas for assessment.

BUILDING SKILLS BEYOND THE LESSON

Write Yourself a Letter!

REINFORCEMENT

APPLYING Have students write a letter to themselves about their service experience, in which they set goals for themselves for future service projects. They should date the letter, put it in an envelope, and seal it. Then, a year from now, they should open it to see how they made progress toward their goals.

Write Thank You Notes!

APPLYING Ask students to write thank you notes to the members of the Advisory Team in appreciation of their help, support, and encouragement during the service-learning experience.

Make a Documentary!

ENRICHMENT

APPLYING As a closure to the service experience, ask students to create a documentary film about their service-learning project. This would involve pulling together artifacts such as photos. Students could incorporate interviews they did during the project. Software exists that will help students create a five- or ten-minute documentary.

Create a Public Service Announcement!

APPLYING Have students work in groups of three or four to create a public service announcement (PSA) about the organization or initiative that they worked with during their service-learning experience. PSAs are short, but in one minute they can explain what the need is, how the organization meets that need, and how the audience can get involved.

Step 1	Step 2	Step 3	Step 4
Investigation	Preparation and Planning	Action	Reflection

Reflecting and Assessment

REFLECTING

In Step 5: Demonstration and Celebration, students have made presentations to a school-based audience and/or a broader audience about their service projects. They have also brought the projects to closure by holding celebrations. Have them reflect in their *Service-Learning Logs* about the fifth step in the process.

What?	In your presentation(s) about your service project, what did you emphasize about your experience? What accomplishments did you highlight? What role did you play in the presentation(s)?
So what?	Why do you think it was important to present your project to other people? What purpose or purposes were served? What seemed to be the impact of your project on your audience(s)?
Now what?	Now that you have reached the end of your service project, how do you feel about the whole experience? What did you learn about your community and its needs that you didn't know before? What was the most memorable part of the experience for you? What have you learned about yourself through the experience? How do you think this self-knowledge might help you in the future?

ASSESSMENT

Student Rubric for Step 5: Demonstration and Celebration

For each step in the *Lions Quest Service-Learning* program, a rubric is provided to assess students' level of understanding, engagement and participation. A rubric for Step 5: Demonstration and Celebration follows. For those students who receive a "Developing" assessment, the teacher should consider intervention through one-on-one consultation. Another alternative is to pair one of these students with a student who receives an assessment of "Exceeds Standards."

Rubric for Step 5: Demonstration and Celebration		
Exceeds Standards	Meets Standards	Developing
Student participates at a very high level in planning and carrying out the presentations about the project to a school-based and outside audience. During the presentations, the student presents information and experiences in a very clear, coherent, and interesting way.	Student participates fully in planning and carrying out the presentations about the project to a school-based and outside audience. During the presentations, the student presents information and experiences in a clear, coherent, and interesting way.	Student participates inconsistently in planning and carrying out the presentations about the project to a school-based and outside audience. During the presentations, the student struggles to present information and experiences in a clear way.

Step 1	Step 2	Step 3	Step 4	STEP 5
Investigation	Preparation and Planning	Action	Reflection	DEMONSTRATION AND CELEBRATION

PORTFOLIO ASSESSMENT

Guide students in including materials from Step 5: Demonstration and Celebration. Then have students make final choices of materials for their service-learning portfolios. The following guidelines will help students create a final portfolio.

1. Decide with students which products from Step 5 will be included in the portfolio. In the three lessons for this step, students will have created written and visual materials for the demonstration and celebration step. These materials include dialogues, social-media postings, and posters.
2. Emphasize that they should collect a variety of works, including both written and visual materials. Ask students to arrange their collection in a way that is logical. For example, the students can organize the works to show their increasing understanding of the service project.
3. Review and comment on the students' portfolios. The emphasis should be on positive reinforcement of the growth and commitment that students have shown and on constructive suggestions that will help students engage fully in projects in the future.
4. Display students' portfolios. It is important for students to gain recognition for the work and commitment by seeing their portfolios displayed in the classroom or the school.

WRITTEN ASSESSMENT

Self-Management: Working Toward and Achieving Goals

Write an Opinion Piece!

Have students write a one-page essay in which they state and support an opinion about an issue that was raised during their service project. For example, if a student was helping at an animal shelter, he or she might write about how the community should provide more funding for animal shelters.

In their essays, the students should state their opinion clearly. Then they should explain two or three reasons in support of their opinion. For each reason, they should cite evidence, such as facts gained from research, examples, statistics, and personal experience.

ASSESSMENT: Assess the student's opinion essay for the clarity of the opinion statement, the logic and coherence of the supporting reasons, and the inclusion of specific facts, examples, statistics, and personal experience.

Making Connections Across the Curriculum

Some service-learning activities naturally lend themselves to interdisciplinary work and making connections across the curriculum. These connections strengthen and broaden student learning, helping them meet academic standards. More than likely, you'll be looking for these connections and ways to encourage them well before the students ever start working on service-learning activities. As with the entire service-learning process, it helps to remain flexible, because some connections can be spontaneously generated by the questions raised throughout and by the community needs identified by the students. To help you think about cross-curricular connections and where you can look for them, the curricular webs that follow give examples of many different ways for themes to be used in different academic areas.

Content in this Appendix excerpted from The Complete Guide to Service Learning (Revised and Updated 2nd Edition) by Cathryn Berger Kaye, M.A., copyright © 2010, 2004.

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APPENDIX A

AIDS EDUCATION AND AWARENESS ACROSS THE CURRICULUM

English/Language Arts	Social Studies/History	Languages
<ul style="list-style-type: none"> • Discuss the importance of friendship with children who are living with HIV or AIDS. • Read written material from a clinic offering HIV/AIDS prevention information and adapt it to a teen or younger child's version. • Study the impact of media coverage, entertainment, and / or mass marketing campaigns to eliminate misconceptions about people living with HIV or AIDS. 	<ul style="list-style-type: none"> • Create an AIDS historical timeline. • Study medieval history and the pattern of scapegoating (irrational intolerance toward certain people or groups) during plagues. • Compare approaches to AIDS prevention by different governments. 	<ul style="list-style-type: none"> • Find out how HIV/ AIDS impacts countries internationally. • Read HIV/ AIDS information in the language being studied as prepared by different countries. • Translate HIV/ AIDS prevention information for community organizations and outreach.
Theater, Music & Visual Arts	<p style="text-align: center;">AIDS Education and Awareness</p>	Math
<ul style="list-style-type: none"> • Research how theater and storytelling have been used to teach about social issues. • Including AIDS awareness in the United States and abroad. • Find out how music has influenced HIV/ AIDS prevention both through fund raisers and messages in songs. • Examine how the AIDS Memorial Quilt has grown as an international art project. 		<ul style="list-style-type: none"> • Research the cost of hospital stays for various ailments. • Graph the funds allocated by governments to research and prevent HIV/AIDS. • Review the statistics of HIV and AIDS by age and sex.
Physical Education	Computer	Science
<ul style="list-style-type: none"> • Research the role of exercise in healthy living. • Have a physical therapist demonstrate adaptive exercise programs. • Create a simplified exercise protocol for children or teens who have health limitations. 	<ul style="list-style-type: none"> • Design pocket-size information cards with community health resource information. • Create a multimedia presentation on an HIV/ AIDS-related subject. • Use the Internet to learn how African nations are responding to the AIDS crisis. 	<ul style="list-style-type: none"> • Learn about the body's regulatory and immune systems and healthy life habits. • Interview doctors at a local health clinic about epidemics. • Research the transmission factors that put young people at risk.

ANIMAL PROTECTION AND CARE ACROSS THE CURRICULUM

English/Language Arts	Social Studies/History	Languages
<ul style="list-style-type: none"> Find books to read to younger children that teach respect for animals. Create an ABC book of endangered animals and ways to help. Write essays from the perspective of endangered animals seeking human assistance. 	<ul style="list-style-type: none"> Visit an animal shelter or zoo to learn about its role in the community. Research the government agencies that oversee endangered animals. Learn about the Progressive Era (1890- 1913) and the inception of organizations to protect animals. 	<ul style="list-style-type: none"> Find out about animal rescue projects run by kids in different countries and correspond by e-mail. Create multilingual informational brochures about a local endangered animal. Make presentations to other classes in the language being learned on a topic related to protecting animals.
<p>Theater, Music & Visual Arts</p> <ul style="list-style-type: none"> Write and perform plays with animals as characters teaching about their care or how to protect them. Learn and perform songs that show respect for animals and nature. Using drawing, painting, photography, or any visual art medium, create an art show of animals in both dangerous and protected environments. 	<p>Animal Protection and Care</p>	<p>Math</p> <ul style="list-style-type: none"> Develop a budget for the weekly cost of pet care. Study the math concepts used to build small animal shelters or create a bird habitat. Compare statistics on changes in the status of an endangered animal.
<p>Physical Education</p> <ul style="list-style-type: none"> Do exercises you've developed or drawn from yoga or other movement systems that mimic the ways animals naturally move. Learn how domesticated animals are affected when they don't get exercise. Conduct research locally to find community needs for animal walkers or runners. 	<p>Computer</p> <ul style="list-style-type: none"> Find out how computers are used to track migratory patterns. Create a Web site to help advertise and promote pet adoption. Research and inform classes about Web sites with information about endangered animals. 	<p>Science</p> <ul style="list-style-type: none"> Research pet care, including nutrition, physiology, and psychology; also learn about and compare domestic animals to their relations in the wild. Learn about endangered animals in your region and groups that work to rescue and restore them. Visit a natural wildlife habitat to make observations and to learn about the ecosystems and ways to protect the animals living there.

APPENDIX A

ELDERS ACROSS THE CURRICULUM

English/Language Arts	Social Studies/History	Languages
<ul style="list-style-type: none"> • Discuss: Why should younger people care about elders? • Take dictation and compose letters and other correspondence for elders. • Read and discuss a classic text with an elder partner. 	<ul style="list-style-type: none"> • Learn about Medicare, Social Security, and Medicaid. • Establish a current events discussion group with elders at a senior center. • Conduct interviews with older people about community history or significant historical events. 	<ul style="list-style-type: none"> • Contact senior centers to find elders who are fluent in the language being studied to visit and speak with the class. • Compare how elders are regarded by different cultures and countries. • Learn about colloquial expressions or proverbs used by elders in the language.
Theater, Music & Visual Arts	Elders	Math
<ul style="list-style-type: none"> • Create a dramatic reading of passages written by people of all ages. • Learn and perform music enjoyed by a previous generation. • Study and learn to do folk or traditional arts from your community or region. 	<ul style="list-style-type: none"> • Find out and graph statistics on the population of your region by age. • Learn about tax forms and help prepare tax returns for elders. • Create a “true or false” survey about elders and find out peer group opinions. • Create a statistical report and use this to teach others. 	
Physical Education	Computer	Science
<ul style="list-style-type: none"> • Learn and teach armchair exercises. • Research athletic programs and competitions for elders; observe and cheer participants. • Arrange for an intergenerational athletic or exercise experience. 	<ul style="list-style-type: none"> • Document elders’ memories, pictures, and stories on a Web page. • Conduct Internet research on careers in gerontology and geriatrics. • Survey seniors about their attitudes toward and their uses of technology. 	<ul style="list-style-type: none"> • Educate elder people about nutrition. • Study health care and dietary needs of elders; compare with those of youth. • Plan ahead and grow corsage flowers for a “senior senior” prom.

EMERGENCY READINESS ACROSS THE CURRICULUM

English/Language Arts	Social Studies/History	Languages
<ul style="list-style-type: none"> • Read stories of how animals have come to the rescue of people in difficult situations. • Adapt emergency readiness information for younger children. • Prepare oral presentations that could be adapted for different populations, such as young children, elders, or parent groups, on what to do in case of an emergency. 	<ul style="list-style-type: none"> • Create a map of where community emergencies have occurred in the past and may likely occur in the future. • Compare the role of local, state, and national agencies when responding to emergency situations such as Hurricane Katrina. • Read about how people have responded to emergencies throughout history and how communities rallied to help. 	<ul style="list-style-type: none"> • Study the response terms in different languages. • Create a bilingual community presentation to educate people on what to do in an emergency. • Chart the emergency threats of the country where the language being studied is spoken.
Theater, Music & Visual Arts	<p style="text-align: center;">Emergency Readiness</p>	Math
<ul style="list-style-type: none"> • Help stage a simulation of an emergency and act out a response; make a video from this experience that can be a teaching tool. • Create music with a message to use in public service announcements. • Create a media campaign honoring people who respond to emergencies and keep communities safe. 		<ul style="list-style-type: none"> • Study the use of perimeter and area measurements to create defensible space around the school. • Look at how math is used in predicting earthquakes, charting hurricane movement, controlling fires, and preparing for potential disasters within the community. • Look at how prediction and probability are used to determine the likelihood of disasters.
Physical Education	Computer	Science
<ul style="list-style-type: none"> • Get physical at school or in the community by removing dead brush that is a fire hazard. • Participate in CPR training. • Re-create an old-fashioned “fire line,” in which people quickly pass buckets of water down a line to put out fires. How much water remains in the bucket by the end of the line? How much physical strength is required? 	<ul style="list-style-type: none"> • Find out how GPS systems are used in mapping a community for the local fire department or other emergency responders. • Use Google Maps to find locations of Red Cross shelters and hospitals and make this information available to the community. • Learn about new technology for tracking hurricanes or other disasters. 	<ul style="list-style-type: none"> • Compare and contrast natural and human-caused factors that contribute to disasters. • Find out about the importance of fire to the health of a forest. • Discuss with emergency responders how to care for pets in a challenging evacuation situation.

APPENDIX A

THE ENVIRONMENT ACROSS THE CURRICULUM

English/Language Arts	Social Studies/History	Languages
<ul style="list-style-type: none"> Interview local elders about how the environment used to be; write stories comparing these perspectives with your perspectives on how it is now. Read biographies of environmentalists, and then create a “living museum” in which students take on the identities of these people and tell their life stories. Study how advertising is being used to promote awareness of environmental themes. 	<ul style="list-style-type: none"> Study different Native American tribes’ relationships with the land they lived on, how they interacted with the environment, and their concepts of “owning” land. Examine how climate change impacted events in world history and how global warming continues to have irreversible impacts. Research government policy on an environmentally sensitive area or issue in your region; discuss and debate the policy. 	<ul style="list-style-type: none"> Find out the words for “reduce, reuse, and recycle” in many languages and create a poster. Compare the political positions of different countries with U.S. policies on environmental issues. Compile a book of original poetry in different languages about the environment.
Theater, Music & Visual Arts	<p style="text-align: center;">The Environment</p>	Math
<ul style="list-style-type: none"> Prepare a skit or a play about the environment to be performed in a natural setting. Create and perform jingles or raps to promote clean schools and playgrounds. Decorate trash bins at school to make them attractive receptacles. 		<ul style="list-style-type: none"> Present environmental statistics on the public address system at school each morning. Analyze the pattern of waste disposal at school. Review the water or electrical bills at school and develop a conservation program to reduce costs.
Physical Education	Computer	Science
<ul style="list-style-type: none"> Study the effects of pollution on the lungs and overall health. Create a public service announcement about outdoor activities. Plan a field trip to a nature reserve or park and hike there. 	<ul style="list-style-type: none"> Design and make flyers of recycling tips for the community. Find out what happens to discarded computers in your community, and research options for re-use. Research and discuss: Does computer use result in less paper being used? 	<ul style="list-style-type: none"> Learn about and then make recycled paper. Study the progress made on deep water exploration that has led to discoveries about chemosynthesis and furthered the need for ocean conservation. Find out how environmental issues and economics intersect to impact who makes decisions and how decisions are made about waste disposal, dump and incinerator placement, and toxic site cleanup.

GARDENING ACROSS THE CURRICULUM

English/Language Arts	Social Studies/History	Languages
<ul style="list-style-type: none"> • Research and write about gardens and herbs. • Write letters soliciting donations for community gardens. • Write poetry about the flowers, fruits, or vegetables (or aspects of the garden) to “plant” or display in the school garden. 	<ul style="list-style-type: none"> • Research the indigenous plants in your area and Native American gardening methods. • Learn about local gardening organizations. • Study World War II Victory Gardens. 	<ul style="list-style-type: none"> • Learn the vocabulary of gardening in the language of study. • Research fruits and vegetables grown in the country where the language is spoken. • Make multilingual signs for the garden identifying the plants, or translate community gardening materials and distribute them.
Theater, Music & Visual Arts	<p style="text-align: center;">Gardening</p>	Math
<ul style="list-style-type: none"> • Create and perform a dramatization to teach about gardening. • Perform songs about plants and growing. • Design and paint a mural to create a year-round garden. 		<ul style="list-style-type: none"> • Create a budget and price list for plants and materials to purchase. • Measure space for planting. • Chart observations of plant growth and change; calculate expected yields and compare to actual harvest.
Physical Education	Computer	Science
<ul style="list-style-type: none"> • Prepare a warm -up exercise routine to do before working in the garden. • Research the impact on the body of bending and lifting and other gardening movements, and then find the healthiest ways to do these activities. • Plan a garden tour for very young children that includes pretending that they are seeds that grow into a plant. 	<ul style="list-style-type: none"> • Read and research software and literature on garden design. • Create a computer slide show on garden development. • Use the Internet to learn about careers in landscape architecture, horticulture, topiary design, and agriculture. 	<ul style="list-style-type: none"> • Identify and compare seeds and plants, and then observe and record the life cycle of plants. • Examine and test soil. • Study invasive exotic plants.

APPENDIX A

HEALTHY LIVES, HEALTHY CHOICES ACROSS THE CURRICULUM

<p>English/Language Arts</p> <ul style="list-style-type: none"> • Read a picture book or novel, and look at the choices made by the characters that contributed to their well-being. • Create a persuasive speech to convince a target audience (elders, young children, parents) about healthy habits. • Examine how marketing has been used to promote smoking cigarettes and to stop people from smoking cigarettes. 	<p>Social Studies/History</p> <ul style="list-style-type: none"> • Compare global diets and lifespans. • Study the health traditions and folk remedies of different cultures. • Learn about the economics of local farms versus factory or industrial farming. • Find out about the “slow food” movement. • Interview elders to find out how popular diets have changed since their childhood. 	<p>Languages</p> <ul style="list-style-type: none"> • Read recipes in different languages and learn about the food ingredients from various cultures. • Examine how language barriers interfere with health care in developing countries and among immigrant populations. • Look at media campaigns in different countries that address a variety of healthy life choices.
<p>Theater, Music & Visual Arts</p> <ul style="list-style-type: none"> • Create dramatizations of challenging situations with “what would you do?” movements, and include examples of healthy responses. 	<p>Healthy Lives, Healthy Choices</p>	<p>Math</p> <ul style="list-style-type: none"> • Compare health care costs in rural, suburban, and urban communities. • Compare food labels for a variety of products. • Chart the percentage of fat, protein, sodium, and carbohydrates eaten daily in diets. • Find statistics regarding the reaction time of braking in a vehicle while under the influence of drugs and alcohol.
<p>Physical Education</p> <ul style="list-style-type: none"> • Develop workout routines for different age groups and for people with various physical restrictions. • Use pedometers and chart physical activity of students in a class. • Interview athletes about how food choices and exercise can build strength and endurance. 	<p>Computer</p> <ul style="list-style-type: none"> • Research how increased recreational computer use (video games, social networking, etc.) impacts young people’s health. • Design screen savers with positive messages about healthy choices, and distribute to students and the community. • Create a template for keeping track of daily health habits. 	<p>Science</p> <ul style="list-style-type: none"> • Find out how weather can affect the health of people living with conditions like asthma. • Learn what blood pressure is and how to check it. • Study the impact of cigarettes and alcohol on the body.

HUNGER, HOMELESSNESS, AND POVERTY ACROSS THE CURRICULUM

English/Language Arts	Social Studies/History	Languages
<ul style="list-style-type: none"> Define “home” and its attributes; contrast with “homelessness.” Research myths and facts about homelessness, and use them in a persuasive writing piece to share information. Find examples of how people who are homeless or living in poverty are depicted in literature. 	<ul style="list-style-type: none"> Define “home” and its attributes; contrast with “homelessness.” Research myths and facts about homelessness, and use them in a persuasive writing piece to share information. Find examples of how people who are homeless or living in poverty are depicted in literature. 	<ul style="list-style-type: none"> Look at and compare the statistics for poverty and hunger in different countries. Discuss issues of poverty and government programs in a country where this language is spoken. Study the different kinds of structures used for homes in different countries and learn the associated vocabulary.
<p>Theater, Music & Visual Arts</p> <ul style="list-style-type: none"> Adapt literature that features a person who is homeless into a performance piece with opportunities for discussion with the audience. Compose simple songs that teach basic concepts like numbers or colors; record and distribute them to a family shelter. Research what art supplies are needed by a local shelter and prepare art kits. 	<p>Hunger, Homelessness, and Poverty</p>	<p>Math</p> <ul style="list-style-type: none"> Read food labels to find out serving quantities and nutritional values. Create a statistical chart to compare national and local statistics on hunger; discuss how statistics can be used in a food drive campaign. Chart how many cans or pounds of food are needed and received by the local food bank in order to serve its target population.
<p>Physical Education</p> <ul style="list-style-type: none"> Discuss the effects of malnutrition on physical health and well-being. Create a child-friendly exercise video for a family shelter. Visit a food bank and “get physical” while sorting cans and stocking shelves. 	<p>Computer</p> <ul style="list-style-type: none"> Develop a brochure for a local food shelter. Type resumes for people who are looking for work and have no computer access. On the Internet, find slogans and quotes to use in a marketing campaign for a food drive. 	<p>Science</p> <ul style="list-style-type: none"> Learn about the food pyramid and nutritional needs of children and adults. Study the effect of hunger on student achievement in school and on adults trying to enter the workforce. Compare the nutritional value of different foods and the associated costs.

APPENDIX A

IMMIGRANTS ACROSS THE CURRICULUM

English/Language Arts	Social Studies/History	Languages
<ul style="list-style-type: none"> • Read stories about the personal experiences of immigrating to a new country. • Study interview techniques and practice listening and note taking. • Create English vocabulary books for ESL programs. 	<ul style="list-style-type: none"> • Conduct interviews with immigrants of different ages from the same population, and compare their experiences. • Research reasons people leave specific countries, and compare how this has changed over recent decades. • Learn about and document the contributions of immigrants in your community in a range of areas—social, political, cultural, and artistic. 	<ul style="list-style-type: none"> • Find words in English that have their roots in the language being studied. • Prepare lessons to tutor immigrants in English language skills. • Translate the school handbook for immigrant populations.
Theater, Music & Visual Arts	<p style="text-align: center;">Immigrants</p>	Math
<ul style="list-style-type: none"> • Create collaborative theater events with people from many countries sharing talents. • Listen to world music, and invite musicians from other countries into the classroom. • Explore the influence of many cultures on styles of art and architecture. 		<ul style="list-style-type: none"> • Compare the decimal system with the metric system used in many parts of the world. • Study and chart statistics reflecting the number of immigrants in your region, where they are coming from, and their reasons for moving. • Make easy-to-use guides to money conversion for new immigrants.
Physical Education	Computer	Science
<ul style="list-style-type: none"> • Learn about games and approaches to exercise from different cultures. • Research athletes who are immigrants or children of immigrants who have made and continue to make contributions to sports. • Create a multilingual guide to places in your region for outdoor exercise. 	<ul style="list-style-type: none"> • Create computer-generated lessons on colloquial expressions for teen immigrants. • Research ways the Internet is used for genealogy and country of origin research. • Study language translation programs that assist students who are learning English. 	<ul style="list-style-type: none"> • Research how indigenous gardening techniques have been influenced by immigrants who bring their methods and plants. • Discuss whether or not the food pyramid is an accurate shape to depict the eating, exercise, and nutrition practices of people from different countries. • Learn about folk traditions and remedies for health concerns used by immigrants from their country of origin.

LITERACY ACROSS THE CURRICULUM

English/Language Arts	Social Studies/History	Languages
<ul style="list-style-type: none"> • Discuss: What is your favorite book and why? • Study stories and practice storytelling techniques, including those from other cultures. • Prepare annotated bibliographies of recommended books for peers. 	<ul style="list-style-type: none"> • Create and “attend” a classroom environment from the past, e.g., the early 1900s. • Study the Indian Schools established in 1879 by the federal government and their impact on tribal culture then and now. • Learn about pending current legislation that would impact your school and education. 	<ul style="list-style-type: none"> • Learn about education in the countries of the language being studied and compare to your own. • Create lessons to familiarize younger children with this language and culture. • Identify idioms and slang expressions that are hard to translate into the language being studied and find similar kinds of expressions in the language being studied.
Theater, Music & Visual Arts	<p style="text-align: center;">Literacy</p>	Math
<ul style="list-style-type: none"> • Write skits that promote reading as an adventure. • Find and learn contemporary or popular songs that promote learning and education. • Find quotes in books, online, or elsewhere about the wonders of books and reading, and then create posters. 		<ul style="list-style-type: none"> • Research literacy rates for your state and compare with national statistics • Prepare “math in a box” kits of basic math concepts with directions and games. • Discuss: What does it mean to be “math literate”? How has this changed with the use of calculators and computers?
Physical Education	Computer	Science
<ul style="list-style-type: none"> • Discuss: How does physical activity help children learn? • Design an activity to teach the alphabet by having students form the letters with their bodies either individually or in groups. • Create an annotated list of books about sports or athletes to share with younger children. 	<ul style="list-style-type: none"> • Access the Internet for illiteracy data and local resources and programs. • Make a list of computer terms and meanings in a picture book format. • Research places in the community that need computers for kids, like shelters or community centers, and seek donations from businesses. 	<ul style="list-style-type: none"> • Study about learning differences, variations of learning styles, and learning disabilities. • Prepare science lessons for young children that incorporate various learning styles. • Help younger students record science experiments.

APPENDIX A

SAFE AND STRONG COMMUNITIES ACROSS THE CURRICULUM

English/Language Arts	Social Studies/History	Languages
<ul style="list-style-type: none"> • Write stories or skits that feature characters being bullied or teased and the ways they deal with bullying. • Make a library display of books that teach about friendship. • Read and write narratives of everyday people who make community building a priority. 	<ul style="list-style-type: none"> • Meet representatives from local historical societies to learn about their roles in building strong communities. • Research about hate crimes and the organizations that intervene. • Follow current events that demonstrate efforts by governments and grassroots organizations to resolve international turmoil; compare strategies and results. 	<ul style="list-style-type: none"> • Research the symbols used for public safety in different countries. • Learn how to say words related to peace in many languages. • Make multilingual posters that promote peace and peer conflict resolution.
Theater, Music & Visual Arts	<p style="text-align: center;">Safe and Strong Communities</p>	Math
<ul style="list-style-type: none"> • Create and perform skits that illustrate peer mediation skills and problem solving in settings where conflicts often occur, such as during lunch, on the school bus, or on the playground. • Research the origin of and perform songs from different countries about peace. • Find political cartoons that use images to comment about issues related to crime, violence, bullying, or conflict on the world stage; then create original cartoons. 		<ul style="list-style-type: none"> • Research and create a report on local crime statistics. • Monitor the rate of discipline referrals before and after peer mediation or conflict resolution programs are instituted. • Survey students to find out how often they are teased, bullied, and pressured to conform with peers; tabulate and report statistics.
Physical Education	Computer	Science
<ul style="list-style-type: none"> • Play noncompetitive games and invent new ones. • Learn strategies for responding in risky situations; be certain to make examples age-appropriate. • Mentor younger children in sports as a means of community building. 	<ul style="list-style-type: none"> • Using the Internet, read about global peace-building events as reported by newspapers in different countries or by different organizations; compare findings. • Research student-created Web sites that discuss safety issues such as gun safety, peace forums, and anti-bullying campaigns. • Brainstorm how computers can build community, e.g., newsfeeds, e-mail lists, Web sites, or blogs to discuss community issues and events. 	<ul style="list-style-type: none"> • Study “happiness theories” that suggest people who use their skills and talents on behalf of others experience greater joy. • Examine the short- and long-term impact war has on natural resources. • Research stories of community building through environmental activities such as beach cleanups, community gardens, and student-led recycling campaigns.

SOCIAL CHANGE ACROSS THE CURRICULUM

English/Language Arts	Social Studies/History	Languages
<ul style="list-style-type: none"> • Read a biography about a person who has worked for social change. • Compare newspaper editorials to learn about methods and styles used to persuade public opinion. • Discuss and write an essay on how young people experience stereotyping and prejudice. 	<ul style="list-style-type: none"> • Study how each branch of government directly impacts the life of your community. • Read about Cesar Chavez and his movement; find out about current immigrant worker issues. • Learn how voting rights were gained by suffragettes, the civil rights movement, and the events after South Africa's apartheid era. 	<ul style="list-style-type: none"> • Create public service videos in different languages about the school, local government, or helpful organizations; distribute through local agencies and cable access. • Learn about opportunities to serve in other countries, including the Peace Corps. • Study the needs of refugees in the United States, including the challenges of language and prejudice.
<p>Theater, Music & Visual Arts</p> <ul style="list-style-type: none"> • Adapt a piece of literature about social change for a reader's theater performance. • Find out how folk music has been used to communicate social and political messages, inspiring people to learn and to take action. • Examine murals as artistic and cultural methods of expressing public opinion; include graffiti art in the research. 	<p>Social Change</p>	<p>Math</p> <ul style="list-style-type: none"> • Create a public opinion poll regarding an issue of concern in the community; survey, tabulate, and report student responses. • Write about famous mathematicians and the impact of their work on society. • Examine the cost and benefits of fund-raising events that aid the community; develop ideas for cost-cutting measures and efficient record-keeping methods.
<p>Physical Education</p> <ul style="list-style-type: none"> • Study how Title IX became a landmark legislation that bans sex discrimination in schools and especially how this impacts school athletics. • Research playground safety information and visit a public playground; document needed changes and make recommendations to the appropriate local government agencies. • Research how physical challenges such as walk-a-thons and bike rallies engage the community and also benefit social causes. 	<p>Computer</p> <ul style="list-style-type: none"> • Survey local community agencies such as shelters, meals-on-wheels, or immigrant centers to find out how students can help with computer technology needs. • Create a database of agencies that need student volunteers and a database of ideas and student skills that community agencies can access. • Do Internet research on careers in public service; create a Web page with links to service agencies and organizations throughout your community. 	<p>Science</p> <ul style="list-style-type: none"> • Find out how funding of global initiatives has affected the fight against disease and the movement toward global health and stabilization in developing countries. • Research community needs of people in low-income housing for safety equipment such as smoke alarms or emergency kits. • Learn about the connection between science and public relations by researching how social marketing campaigns are used to educate communities about health-related problems such as potable water.

APPENDIX A

SPECIAL NEEDS AND DISABILITIES ACROSS THE CURRICULUM

English/Language Arts	Social Studies/History	Languages
<ul style="list-style-type: none"> • Build vocabulary by learning the current and respectful terms used to describe specific disabilities. • Create child-friendly informational materials for a local community organization, agency, or outreach program serving a community with special needs. • Invite someone who reads Braille to talk about how he or she learned it; compare it to the process of learning to read for sighted students: What are the similarities? Differences? 	<ul style="list-style-type: none"> • Discuss: If money weren't a concern, how could the community be made truly accessible for everyone? • Study about people with special needs who have been local, national, or international leaders. • Research the Americans with Disabilities Act (1990) and the impact of this and more current legislation. 	<ul style="list-style-type: none"> • Research the laws that impact people with disabilities in the countries that use the language you're learning. • Have a conversation using only picture symbols. • Compare the sign language systems of various countries.
Theater, Music & Visual Arts	<p style="text-align: center;">Special Needs and Disabilities</p>	Math
<ul style="list-style-type: none"> • Create a theater performance showing people of all abilities as contributing participants in the community. • Identify music that has repetition and easy rhythms to teach children with developmental disabilities. • Work on art projects with younger students in a special needs class and create an art display for the community. 		<ul style="list-style-type: none"> • Create activities that could be used in math centers for children who need practice identifying shapes, counting, or sorting. • Make a bulletin board of numbers or geometric shapes with each item offering a different tactile experience. • Find out and chart the national statistics on disabilities.
Physical Education	Computer	Science
<ul style="list-style-type: none"> • Research athletes with disabilities who succeed in sports like skiing, biking, mountaineering, and skydiving. • Prepare dance lessons for students with special needs. • Play basketball in wheelchairs or "beep baseball" in which players are blindfolded and have assistance. 	<ul style="list-style-type: none"> • Learn how technology has been adapted to help people with special needs and disabilities be independent. • Compare Web sites that teach American Sign Language (ASL); select the one that's easiest to use and promote it within the school. • Using the Web, research careers related to working with people with disabilities. 	<ul style="list-style-type: none"> • Assess an outdoor habitat or nature trail for accessibility. • Learn how the human neurological system is affected by different special needs conditions. • Select a special need and learn about recent scientific research that benefits people who have it.

Service-Learning Handouts

Lions Quest Service-Learning takes a hands-on approach to service-learning by involving students in activities that challenge them to plan, execute, and reflect on their service experience. Central to the service-learning lesson plans are the *Service-Learning Handouts* that follow. The Handouts serve a variety of purposes:

- to structure activities
- to provide information that students will need for a successful service-learning experience
- to inspire students to reflect on their experiences

The handouts are numbered consecutively, and they are referenced by number in the lesson plans for ease of use and teacher convenience. The handouts are intended to be used as copymasters.

PROGRAM GOALS

The overall goal of *Lions Quest Service-Learning* is to help you successfully meet the challenges of today's world. The program's specific goals are to:

- Involve you in solving real-life problems and making meaningful contributions to the school and the community
- Engage you in learning and applying skills for personal and social responsibility
- Help you discover and identify new interests, abilities, and opportunities now and for the future
- Reinforce the following positive program values:

Self-discipline: persevering to achieve goals, exercising self-restraint, controlling behavior, developing skills and talents, achieving goals

A healthy lifestyle: avoiding what is harmful to health

Respect for others: being thoughtful about and tolerant of the needs, beliefs, and feelings of others

Kindness: showing care and concern for others

Responsibility: setting a good example, using good judgment, making wise decisions, keeping promises, being dependable, taking responsibility for actions

Trustworthiness: being honest, truthful, fair, and loyal

Commitment to family: helping to build a strong and supportive family life

Service: making a difference in the lives of others

Courage: standing up for one's values, showing determination in the face of hardship

Citizenship: helping one's community by volunteering service

- Promote a healthy, drug-free approach to life
- Promote understanding and appreciation of diversity in the classroom, the school, and the broader community
- Strengthen for young people the local network of adult support—family, school, community

STUDENT PORTFOLIOS

A portfolio is a broad sampling of demonstrations of your work. All tangible work could be included, or you and your teacher may decide to be selective about samples. The portfolio is a tool for you and your teacher to make useful, yet personal, judgments about the significance of what was learned. Overall, the portfolio should give evidence of your growth in academic and personal and social responsibility skills and knowledge.

Assembling and Assessing a Portfolio

Your teacher will help you to decide:

- 1 What will be included? Everything? Selected samples or exhibits?
- 2 What container will be used and where will it be stored?
 - Is a box needed?
 - Will an accordion folder hold the required materials?
 - Will a manila folder for written work be adequate?
 - Will any or all of the material be digital (stored on a computer or online)?
 - Should the materials be in a binder with a section for photos?
 - Is a special portfolio needed for artwork?
 - Will there be a separate location for bulky exhibits such as art?
- 3 What standards are needed to judge individual exhibits? What criteria will be used? Could a scale from 1 to 4 follow standards such as these below?
 - Organization and presentation of the exhibit are clear, concrete, logical, and creative.
 - Opinions are supported.
 - Personal insight is apparent.
 - Ideas are presented creatively.
- 4 Who will evaluate the level of merit of the portfolio as a whole, looking especially for evidence of growth in academic and personal and social responsibility skills and knowledge?
 - Will you help to evaluate your own work?
 - Will your teacher be the only one doing the evaluating?
 - Will the Advisory Team be evaluating?
 - Would a prospective employer be allowed to evaluate? A service agency or organization? An official at a university to which a student is applying?

Assessment of the portfolio can be done during individual conferences in which you explain to your teacher why particular exhibits were included or how the exhibits show your growth in understanding.

SEARCH AND SIGN

- 1 Plays a musical instrument. Which one?

- 2 Has taught or worked with small children. How?

- 3 Speaks more than one language. What is (are) the other language(s)?

- 4 Has helped with a project in the school or community. What was it?

- 5 Has been a member of a team. Which one?

- 6 Has volunteered for an organization in the school or community. Which one?

- 7 Has moved here in the last five years. Where did you live before?

- 8 Gets up before 8:00 in the morning on Saturdays. Why?

- 9 Has lived in another state, province, or country. Which one(s)?

- 10 Exercises two or three times a week. How?

- 11 Has younger brothers or sisters. How many?

PARTNER INTERVIEW

Interview your partner by asking the following questions. Write a summary of each response in the space provided below.

- 1 What is your favorite sport? Music? Meal?

- 2 What is something most people might not know about you that you would like them to know?

- 3 What do you hope to be doing five years from now?

- 4 If someone were to describe one of your strengths, what would they say?

- 5 What “bugs” you?

- 6 If there were something in the world you could change for the better, what would it be?

When you have finished the interview, answer the following questions on your own.

- 1 If you knew the person you interviewed before, what did you learn that was new?

- 2 What is one thing you and your partner have in common?

- 3 What opinions about your partner have you formed based on feeling or intuition rather than fact?

STANDARDS OF BEHAVIOR

A democracy is a form of community. In a democracy, people expect to have a say about the regulations under which they live and work. *The Lions Quest Service-Learning* classroom is a community, one that incorporates basic democratic principles. In this classroom you're being asked to have a say in establishing the standards of behavior. You're also being asked to take responsibility for seeing that the standards you help establish are respected.

Think about what the atmosphere in the classroom would have to be and how you and your classmates would have to treat each other for you to feel that the classroom is an ideal learning environment. You might think, for example, that in an ideal learning environment, no one is "put down" or made fun of, and people listen and don't interrupt.

In the space below, identify five characteristics that describe your ideal learning environment.

"We should behave to our friends as we would wish our friends to behave to us."

—Aristotle, Greek philosopher, third century B.C.

1

2

3

4

5

BEHAVIORS THAT PROMOTE OR INHIBIT TEAMWORK AND PROBLEM SOLVING*

Promote Teamwork and Problem Solving

IDEA PERSON

“Here’s another way to look at it.”

OPEN-MINDED

“I’m happy to listen to both sides.”

RISK TAKER

“I’ll give it a try.”

REALIST

“We need to consider that. . . .”

MEDIATOR

“You both have a point. Is there a compromise?”

FIRM IN CONVICTION

“After hearing all the ideas, I have to hold my ground.”

TASK CENTERED

“We’ve got a job to do.”

KNOWS THE TERRITORY

“There are some policies we should consider.”

FOLLOW THROUGH

“I’ll be glad to start on. . . .”

Inhibit Teamwork and Problem Solving

BIG TALKER

“Long on talk, short on thought.”

NONCOMMITTAL

“Whatever the group decides.”

REBEL WITHOUT A CAUSE

“Change for the sake of change.”

“NO” IT ALL

“It’ll never fly, Orville.”

WISHY-WASHY

“I agree with you both. I just can’t make up my mind.”

SINGLE-MINDED

“I’d rather sink the ship than fix the leak your way.”

WORKAHOLIC

“Let’s meet again at 5:30 to work on this.”

BY THE BOOK

“We can’t do that around here.”

EAGER BEAVER

“Let’s stop wasting time talking and do something (anything but plan)!”

*Adapted from Skills Development Consultants, *Group Process: A Workshop Created by and for the People of Fort Wayne Assembly*.

THE FIVE STAGES OF DEVELOPMENT*

Stage 1 Getting Oriented

Students get to know one another and learn what to expect from the class or group. Everyone understands what the group wants to accomplish, and everyone agrees to it.

Stage 2 Setting Standards

The group selects standards for behavior and ways of interacting. Everyone contributes and is involved. Members listen closely to one another and feel comfortable expressing their ideas, opinions, and disagreements. They build on one another's ideas.

Stage 3 Coping with Conflict

As people become more comfortable with one another, conflicts arise. For the group to progress, everyone needs to learn how to deal with these conflicts.

Stage 4 Being Productive

A feeling of community has been established. Rather than compete with one another, members cooperate to achieve goals. Rather than ignore disagreements, members face them and look for solutions. They resolve conflicts constructively. The group is ready and able to get things done.

Stage 5 Breaking Up

The class ends or the group accomplishes its task. Members go on to new groups and tasks, often with some regret if the experience has been positive and supportive.

* Based in part on Gene Stanford, *Developing Effective Classroom Groups: A Practical Guide for Teachers* (Bristol, England: Acora Publishing, 1990).

SEQUENCE CARDS

Get out the appropriate cleaning agent.

Spread and rub in the cleaning agent.

Locate a large, clean section of absorbent cotton cloth.

Flush area with water until the cleaning agent is rinsed out.

Pour a small amount of the cleaning agent on your palm.

Hang up the damp cotton cloth so the moisture will evaporate.

Apply the cleaning agent to your hair.

Put away the cleaning agent.

THE ABC'S OF SERVICE

A The Two Models of Service

In this program, there are two models of service: projects and placements.

PROJECTS

- Service-learning projects generally are initiated and planned by students with the guidance of a teacher.
- One person or many can work on one service-learning project.

PLACEMENTS

- Service-learning placement activities are carried out in pre-existing, structured situations outside the classroom.
- Actual responsibilities are generally determined primarily by the placement organization or agency.
- Several students may be assigned to the same agency or organization, but they complete individual assignments.

B The Three Types of Service

The three types of service are direct, indirect, and advocacy.

DIRECT SERVICE

- Involves face-to-face contact with those being served
- Includes both projects and placements

Examples:

Project—working in a soup kitchen or community pantry; delivering books to a school that lacks them

Placement—tutoring a younger child; working with student partners in Special Olympics; working with residents of a nursing home

INDIRECT SERVICE

- Requires hands-on involvement in service activities
- Does not include face to-face contact with those being served

Example:

Fund-raising campaign for the homeless

ADVOCACY

- Does not require face-to-face contact with those being served
- Involves speaking out on behalf of an issue or cause

Examples:

Letter-writing and poster campaigns

Service-Learning Handout 9

THE ABC'S OF SERVICE

Analyzing Service Activities

Read each of the seven descriptions that follow the questions below. Analyze each description by answering the questions. Write your answers on a separate sheet of paper.

- Is the experience really service-learning? How do you know?
- Does the service experience take place in school or out of school?
- How is the service integrated with the class?
- What skills are needed for the service experience?
- Which of these skills are connected to the class? How are they connected?
- If the service activity is not connected to the class, what activity that does connect to the class might be done instead?

1 In Mr. Vanderman's global studies class, students learn how a number of different cultures celebrate the Christian holiday of Christmas. Right before winter break, Mr. Vanderman asks each student to bring in canned or packaged food goods for a local food pantry that distributes food to needy families at Christmas.

2 Ms. Ortega believes that teenagers can be contributing members of their community. So she offers students in her Spanish classes extra credit for community work—paid or unpaid. A student can earn five points credit for each ten hours of work he or she performs that connects to community needs. One way to get credit is to submit signatures from babysitting jobs.

3 Students in Ms. Drum's art classes are encouraged to share their artistic talents with others. She found two nursing homes and two group homes for the developmentally disabled interested in having students give their residents a series of sessions on painting. Although Ms. Drum does not supervise or help with the sessions, she does help the volunteers set up a display in the local public library of the paintings produced.

4 Mr. Erickson uses violence as a central theme for an eight-week unit in his English class. Students must watch and write reports on at least two television documentaries about violence and read and make an oral presentation on a short story or novel in which violence is the central theme. Students are also required to learn conflict resolution skills and techniques and role-play for the class various situations in which those skills and techniques are put into practice.

5 Mr. Wright believes his industrial arts students should be given projects that will not only help them master industrial arts skills but also fill a need and help others as well. Each year his classes complete a different project. This year, one class built a special wheelchair ramp for the younger brother of one of the students. While they were drawing up the plans for the project, the students found local lumberyards willing to donate the materials. They worked as a team using the calculation, design, carpentry, and finishing skills they were learning in the course. So that they could finish the project in time, several mornings they all worked for two or three hours before school opened.

MEETING REAL NEEDS

At the end of September, students in the freshman social studies class at Orion High School voted on one-day service projects. They decided to offer two hours of yardwork—raking leaves, pulling weeds, painting fences, stacking firewood—in exchange for an \$8.00 donation to a local food pantry. They scheduled a few jobs but were disappointed and puzzled by the lack of response.

Three students volunteered to find out why their project had only limited success. They didn't have to look farther than the local paper. The September 15 edition featured the CROP walk being held the weekend before their own project. Participants collected pledges for the number of miles walked and part of the money would be donated to food pantries, including the one a mile from the school.

In addition, for six weeks in a row, the first page of the Saturday classified ads carried an announcement for a new yardwork business operated by students at a nearby college. For only \$1.00 more than the high school students were charging, the ad promised “experienced, bonded workers.”

The committee put together a handout for the class with copies of the CROP article and the ad for yard services. At the bottom of the page, in letters cut out of the newspaper, were the words, “Research first!”

REFLECTION

The Importance of Reflection

Throughout the *Lions Quest Service-Learning* course of study, you will reflect on your service and other program experiences in small and large groups by writing entries in your *Service-Learning Logs*. The logs are opportunities for you to make observations and think,

Learning Logs, however, are not the only method of reflection. You will also have opportunities to reflect on your service-learning in many other ways, including the following:

- Role plays
- Simulations
- Formal tests
- Essays, poems, or research papers
- Visual art, drawings, paintings, photo essays, or videos
- Performing arts, including songs, dance, mime, plays
- Scrapbooks
- Portfolios

Participating in a Reflection Session*

When you participate in a group discussion to reflect on your experiences, keep these guidelines in mind:

- Anyone in the group may speak at any time.
- No hand raising is necessary.
- Use appropriate language.
- Be respectful, open-minded, and not intent on putting anyone down.
- You have a right to pass when you do not want to speak on a given question.

Questions that Prompt Reflection

When you write in your *Service-Learning Log* or participate in reflection discussions, keep these questions in mind to help you think about your experiences:

- Why do you think important experiences happened during the service-learning?
- What evidence do you have about that?
- What did the experience remind you of?
- Do you see a connection between this and other experiences?
- How else could you have approached the experience?
- What did you learn from the experience?

Affirmation That Supports Reflection

It's always a good idea to give yourself positive messages about your experiences. Here are some things you can say to yourself as you reflect on your service-learning experiences.

- You can find a way that works for you when you are ready.
- I like talking like this.
- You can grow at your own pace.
- You can experiment and explore. I will help you.
- You can learn from what doesn't work for you.
- Your reflections are important.

*From Harry C. Silcox, *A How-to Guide to Reflection* (Philadelphia: Brighton Press, Inc., August 31, 1993) pp. 47, 66.

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RESEARCH PLAN AND FINDINGS

Research due date _____

The issue is _____

My research question is _____

I will consult or contact these sources and take these action:

Source	Date Checked	Actions To Be Taken	Results	Follow-Up Actions To Be Taken	Results
Local community Library	1/2/2018	Check online library card catalogue and Reader's Guide to Periodicals; ask librarian for information	I found 2 magazine articles and 2 books that deal with aging and the elderly in this country.	Libraries for me to check at the university library and the local community Senior Center.	Found 2 more books on this country's elderly and talked with senior citizens at the Center who gave me their opinions on aging in this country.

RESEARCH SUMMARY AND CONCLUSIONS

Research Question:

Answer:

Our service-learning experience must:

- Address a real local, national, or worldwide need
- Not duplicate the efforts of another group
- Interest class members
- Require little or no money
- Be achievable within the time available

I consulted these sources: (For printed sources, include author(s), title, page numbers, publisher, and place and date of publication.)

Other people and groups addressing this issue include:

How needs are being met:

I learned that these needs have not been met:

These service-learning experiences might address these unmet needs:

For a service experience, I recommend:

The advantages of this service experience are:

The disadvantages of this service experience are:

PERSONAL PROFILE

Your responses to the items that follow are a form of self-assessment that will help you to know yourself better. You will not be graded on your responses, so be honest with yourself when responding. Complete the statements.

Interests

My favorite subjects in school are

The kinds of book I like to read are

The kind of movies I like to see are

The kinds of television shows I like to watch are

The kinds of music I like to listen to are

I like to collect

The clubs/organizations/teams I belong to are

Two places I would really like to visit are

Two things I really enjoy doing are

Two things I really do not like to do at all are

Three things I know a lot about are

Talents and Abilities

Three things people have told me I do well are

Three things I would like to do better are

The one thing I would like to learn or do but haven't because I may not be successful is

If there were one thing in which I could excel, it would be

Some of the talents and abilities I admire in other people are

Of the talents and abilities I admire in other people, the one(s) I think I already have are

The ones I would like to develop are

Five achievements that I not only enjoyed doing but also did well are

Service-Learning Handout 14

PERSONAL PROFILE

Values

The three things I care most about are

The most important things in my life is

The values that help to guide my life are

Two things important in my family that I want to have in my own life are

The Future

The one thing I have always dreamed of doing but haven't done yet is

When I was a child, I wanted to be this when I grew up.

Now the occupations I am interested in for my future are

Two activities or things I would like to get involved in are

Three things I want to do and accomplish in the next year are

My dream is to

Two things I want to accomplish by the time I am 25 years old are

Service-Learning Handout 14

PERSONAL PROFILE

Personal Management and Responsibility

- Most of the time I deal with problems instead of avoiding them.
- I usually handle my money wisely.
- I generally make good decisions about my life and my future.
- I work well with most other people.
- I almost always get things done on time.
- I work to develop my talents and abilities.
- I know how to be assertive.
- Most of the time I am assertive.
- I usually handle anger and disappointment in positive ways.
- I generally accept new challenges even when I'm not sure if I'll be successful.
- I am involved in activities that help me to learn and to improve my life.
- I know how to make positive changes in my life.
- I usually make positive changes in my life when something needs to be changed.
- I do not smoke.
- I do not use alcohol or other drugs.
- I use healthy ways to relax and handle stress.
- I set goals.
- I accomplish most of the goals I set.
- I almost always think for the long term.
- I accept responsibility for the consequences of my actions.
- In most cases I demonstrate self-control.
- I attend school/work daily and on time.
- I am a responsible person.

Interpersonal Communication and Relationships

- I get along with most people my age.
- I get along with most adults.
- I get along with most of the people in my family.
- I make and keep friends.
- I really like to talk to people.
- I am a good listener.
- I prefer to listen to other people talk than to talk myself.
- I resist pressure from friends to do things I don't want to do.
- I resist pressure from friends to do things I shouldn't do.
- I have the ability to make a positive difference in the life of someone I know.
- I am a good team player.
- I have the ability to make a positive difference in the lives of people I don't know.
- I have the desire to make a positive difference in the lives of people I don't know.
- I respect other people and their opinions.
- I usually consider other people's feelings.
- I am a valuable resource in my community.
- I help other people feel appreciated and valued.
- I have friends that bring out my best.
- Most of the time I can clearly express my ideas to others.
- I can organize groups of people.

Service-Learning Handout 14

PERSONAL PROFILE

Academic Skills and Abilities

- I allow adequate time for studying.
- I study away from the TV and other distractions.
- I ask questions and get help when I don't understand an assignment.
- I take notes in class that help me remember class lectures and discussions.
- I work or study best by myself.
- I work or study best in a small group.
- I keep up with my homework.
- I participate and actively contribute in class.
- My grades reflect my best effort.
- I meet schoolwork deadlines.
- I pay attention to details.
- I follow written instructions and directions.
- I am creative and invent new things and/or ideas.
- I follow oral instructions and directions.

Interpersonal Communication and Relationships

- I can do my work without supervision.
- I tinker with technical and/or mechanical things.
- I read and understand written materials.
- I understand most charts and graphs.
- I understand basic mathematics.
- I often use mathematics to solve problems.
- I understand basic science.
- I often use the scientific method to solve problems.
- I speak and understand more than one language.
- I like to read.
- I write well.
- I use research and library skills.
- I like to do well in school.
- I really don't care much for school.
- If a task becomes very difficult, I lose interest in it.

Complete the sentences.

The personal management and responsibility skills and abilities I already possess are _____

The personal and management skills and abilities I would like to learn or perfect are _____

Service-Learning Handout 14

PERSONAL PROFILE

The interpersonal communication and relationship skills and abilities I already have are

The interpersonal communication and relationship skills and abilities I would like to learn or perfect are

The academic skills and abilities I already possess are

The academic skills and abilities I would like to learn or perfect are

Two things I need to stop doing are

1.

2.

Two things I need to start doing or do more effectively are

1.

2.

JOB PROFILE

CHRIS BOYD
402 Eastmore Street
Karrington, VT 89207
555/555-5555

SKILLS, SPECIAL KNOWLEDGE, AND INTERESTS

- Accustomed to taking responsibility and following through with projects.
 - Member of school's varsity basketball team.
 - Active in church youth group for two years.
 - Wrote press releases for several club activities and two articles for the school newspaper.
 - Like to work with my hands and build things.
-

VOLUNTEER EXPERIENCE

- Work two Saturday mornings a month on a crew building a house for Habitat for Humanity.
 - Tutor a middle school student in English twice a week after school.
 - Help coach a middle school basketball team.
-

EMPLOYMENT EXPERIENCE

Summer 2017 CORNER GROCERY
 Bagger
 Helped customers with their groceries. Won two awards for friendliness.

Summer Yarnell's Farm Market
 Farm worker
 Responsible for planting, seeding, and picking crops.

EDUCATION

Junior at East High School. On honor roll twice last year.

References available upon request.

SOCIALLY RESPONSIBLE PEOPLE

A socially responsible person is someone who:

How can you identify socially responsible people in your community?

- Ask Advisory Team members.
- Ask people you see every day--your family, neighbors, teachers, and other school staff.
- Contact a Lions Club, Police Athletic League, other service or community organization, or a youth organization such as the YMCA.
- Contact a youth recreation leader or a worker at a local community center, group home, or neighborhood halfway house.
- Call an organization that you have heard about that really inspired you, such as MADD, Amnesty International, the Red Cross, La Raza, or Aspira.
- Talk to a religious leader.
- Ask a librarian for help.
- Tell the receptionist at the Chamber of Commerce about your assignment.
- Call the mayor's office and ask to speak to a coordinator of volunteers.
- Call the volunteer offices of local hospitals and social service agencies.
- Call United Way.
- Call the weekly or daily newspaper or a local TV station.

PLANNING AND CONDUCTING A TELEPHONE INTERVIEW

Planning the Call

My reason for the call:

The person I need to speak to:

Information I need to share about myself and why I am calling:

Information I need to get:

Specific questions I want to ask:

Summary of the call:

Follow-up needed:

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PLANNING AND CONDUCTING A TELEPHONE INTERVIEW

- Have the goal of your interview and specific questions clearly in mind before you start.
- Choose a good time to call. Many people do not want to be called during the lunch or dinner hours—from 11:30 A.M. to 2:00 P.M. and 5:30 P.M. to 7:00 P.M.
- Speak slowly and clearly.
- Always be polite.
- Introduce yourself and explain in very brief terms the reason for calling.
- Make sure you are talking to the person you intended to call. Ask how to spell the person's name.
- Ask if the person has a few minutes to talk. If not, ask when you may call back. If you are going to leave a message, know what you are going to say.
- Be clear and to the point. Keep the interview short.
- Ask open-ended questions.
- Take notes but do not let them interfere with the interview.
- If you plan to tape the conversation, ask permission first.
- Repeat the other person's answers in your own words to make sure you understood what the person meant. If you do not understand something, ask questions to clarify.
- In addition to the questions you planned, gather any other information that would be helpful. Do not ask questions someone might not want to answer.
- Thank the person for talking with you.

Things That Can Go Wrong

Things That Can Go Wrong	Solution
EXAMPLE: Person not in	Call back. Ask for best time.

PRACTICE INTERVIEW FORM

My goal during this interview is:

I need to know the following basic information:

Name

Address

Phone number

E-mail address

Family information

Work or school information

Some questions I may want to ask are:

1. In what school or community projects are you involved?
2. How and why did you get involved?
3. How long have you been doing this?
4. For what reasons do you continue to be involved ?
5. What gives you strength to keep going when times get tough?
6. What school or community needs does this activity address?
7. What do you find most challenging about this activity?
8. Do you think personal responsibility and social responsibility are linked? In what ways?
9. How could teenagers help with this activity/issue?
10. What are some other ways teenagers could help in a local school or in the community?

Other questions I want to ask are:

INDIVIDUAL INTERVIEW FORM

Interviewee Basic Profile

1. Name

2. Address

3. Phone number

4. Place of employment

5. Address

6. E-mail address

7. Job title or description

8. School and /or community projects in which individual is involved

Questions I May Want to Ask (Responses I Received) *Use another sheet of paper, if necessary.*

1. How long have you lived in the community?
2. Where did you live before? How long did you live there?
3. How does this community compare to the place you used to live?
4. What changes have you noticed in the community over the years?
5. What do you consider the community's strengths?
6. How and why did you get involved in volunteering?
7. What do you find most challenging about what you are doing?
8. What do you find most frustrating about what you are doing?
9. What contributions can young people make?
10. What reasons might you offer a teenager to get involved?
11. Would you be willing to speak with our class about your service in the school or community?
12. Would your organization or business be open to having students perform individual or group service? If so, how many students would it allow to be involved?

FOUR KINDS OF SERVICE PROJECTS

1**DIRECT SERVICE:**

Involves face-to-face contact with those being served

2**INDIRECT SERVICE:**

Requires hands-on involvement in service activities but does not include face-to-face contact with those being served

3**ADVOCACY:**

Involves speaking out on behalf of a cause but does not require face-to-face contact with those being served

4**RESEARCH:**

Involves researching and sharing information about a social issue but does not require face-to-face contact with the recipients of service

SKILLS AND EXPERIENCE FORM

Name: _____

Address: _____

Phone number: _____

E-mail address: _____

Driving availability: _____

Skills and experience I can contribute to this project: _____

Skills and experience I hope to gain by participating in this project: _____

My ideas on ways to carry out this project: _____

Concerns about the project: _____

PROJECT PREFERENCE FORM

Name:

Address:

Phone number:

E-mail address:

Driving availability:

Preferred Projects

First Choice:	Second Choice:
Reasons I'm interested:	Reasons I'm interested:
Skills and experience I can contribute:	Skills and experience I can contribute:
Skills I'd like to strengthen during this project:	Skills I'd like to strengthen during this project:
My ideas to carry out the project:	My ideas to carry out the project:

STEPS IN PLANNING A SERVICE-LEARNING PROJECT

STEP 1

Briefly describe the project.

Try to explain in a sentence or two the “what, why, and how” of the project.

STEP 2

Set goals.

The project must have specific goals that can be observed and measured so you will understand what you are trying to accomplish and be able to determine whether you have accomplished it.

STEP 3

Brainstorm major tasks.

Write your ideas on note cards. Identify contacts you need to make, skills you need to learn, and knowledge you must gain to meet your goals. Do not try to put the tasks in order yet. Remember that during brainstorming, all ideas are listed without any discussion. You can build on someone’s ideas by offering variations on them, but you cannot evaluate the ideas yet.

STEP 4

Evaluate and group tasks.

Discuss the brainstormed ideas, combine similar tasks, and eliminate ones that do not seem practical because of limited time or resources or some other reason.

STEP 5

Set up committees or assign individuals to complete each group of tasks.

Think about ways you could contribute to the project. Consider both the skills and experience that you already have and that you would like to gain.

STEP 6

Create a timeline.

It often helps to “work backwards” on a calendar. So, starting with the end date in mind, ask yourself these questions: What is the goal? When does it have to be completed? What are the major tasks involved? Which tasks must come first, in what order, and when? Create a chart that shows week by week when the tasks must be completed. Be realistic about how long it will take to complete each task. It almost always takes longer than you think it will.

STEP 7

Select an outside audience for your presentation on your service experience.

Who your audience is depends on your project. Select people who will be interested in the topic or theme that your project addresses.

STEP 8

Identify additional information needed to plan or carry out the project.

Brainstorm any other information that would help make clearer your goals or how you will reach them.

Service-Learning Handout 23

STEPS IN PLANNING A SERVICE-LEARNING PROJECT

STEP 9

Assign committees or individuals to complete major tasks.

- a. Break the tasks into smaller ones. Brainstorm small tasks that must be completed to accomplish the major task. Write your ideas on note cards.
- b. Combine similar tasks, delete ones that are repeated, and put the remaining ones in chronological order. Create a chart that shows week by week when the tasks must be completed.
- c. Identify needed people, material resources, and training. Ask yourself questions like these:
 - Who in the school or community can help with this project, either directly or indirectly?
 - Whose permission is needed to complete our task?
 - Who should be involved to increase support for the project? How can this person become involved?
 - What materials or supplies are needed? What is a good way to get them?
 - What person or group might be willing to pay for supplies? If money is needed, how can it be raised?
 - What skills or training will be needed to complete these tasks?
 - Exactly who will need this training? How can it be arranged?
- d. Discuss possible obstacles—such as problems in obtaining permission, buying materials, or arranging training—and ways to overcome them. Do not hesitate to ask for help if you need it.
- e. Identify other information needed and ways to collect it. Don't be surprised if you find you need still more information to complete your tasks.

SAMPLE CLASS SERVICE-LEARNING PROJECT PLAN

STEP 1

Briefly describe the project.

We are going to learn more about the needs of the elderly and the resources available to them in our community. Then we will each spend time with older people in our community and help meet some of their needs.

STEP 2

Set goals.

1. Be able to describe changes in people's needs as they reach the age of 65 and older.
2. Be able to describe the available services in this community for people age 65 and older.
3. Spend at least three hours helping to meet the needs of an elderly person.

STEP 3

Brainstorm major tasks.

1. Research the emotional, social, and physical needs of the elderly.
2. Contact local nursing homes.
3. Contact the Visiting Nurses Association (in the United States) or the Victorian Order of Nurses (in Canada).
4. Learn more about common illnesses and physical limitations among the elderly.
5. Find out about extended care facilities in the community.
6. Contact the local senior citizens center.
7. Conduct a preliminary needs survey by interviewing several elderly people who live alone, with relatives, or in a nursing home.

STEP 4

Evaluate and group tasks.

1. Group together the note cards with the community contacts—local nursing homes, Visiting Nurses Association or Victorian Order of Nurses, and senior citizens center.
2. Think about how long it might take to gather and analyze information from the preliminary needs survey.

STEP 5

Set up committees or assign individuals to complete each group of tasks.

A. Partnership Committee

Task: Match each student with an elderly partner in a private home, nursing home, or other setting.

B. Fact-Finding Committee

Tasks:

1. Learn more about and share with the class the physical, social, and emotional needs of people age 65 and older.
2. Invite a speaker from a nursing home.
3. Record on audio or video an interview with a doctor, social worker, or other knowledgeable person in the community.
4. Gather informational booklets from agencies that serve the aging.
5. Give a short presentation on the project to the rest of the group.

C. Resource-Locating Committee

Tasks:

1. Make community contacts.
2. Identify available resources and the services they provide for the elderly.

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SAMPLE CLASS SERVICE-LEARNING PROJECT PLAN

3. Create a booklet of community resources with information that can be passed on to elderly partners.

D. Resource-Locating Committee

Tasks:

1. Help organize a presentation to an audience from outside the classroom.
2. If necessary, contact the target audience and schedule a time to make the presentation.
3. Photograph or record the project as it progresses, gather testimonials from those being helped—whatever is appropriate for the selected audience.
4. When the project is over, combine the documentation gathered or created by all the committees.

STEP 6

Create a timeline.

Major Tasks	Timeline					
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Research the emotional, social, and physical needs of the elderly.	X					
Learn more about common illnesses and physical limitations among the elderly.	X					
Find out about extended care facilities in the community.	X					
Contact local nursing homes, the Visiting Nurses Association or Victorian Order of nurses, and the local senior citizens center.		X				
Find an elderly partner for each student.			X			
Spend at least two hours per week for three weeks helping to meet the needs of an elderly person.				X	X	X

STEP 7

Select an outside audience for your presentation on your service experience.

We can invite our parents, who are or will be concerned about the needs and available services for their own parents, and/or the City Council, which can act on our recommendations about needed services.

STEP 8

Identify additional information needed to plan or carry out the project.

Answers to these questions:

- Whose permission do we need to complete our tasks?
- What materials or supplies do we need?
- What skills or training do we need to complete each task?
- How can we arrange to get that training?

SAMPLE CLASS SERVICE-LEARNING PROJECT PLAN (TEACHER VERSION)

STEP 1

Briefly describe the project.

We are going to learn more about the needs of the elderly and the resources available to them in our community. Then we will each spend time with older people in our community and help meet some of their needs.

- *What in this description indicates we will be preparing for service? (The first thing we will do is learn more about the needs to be addressed.)*

STEP 2

Set goals.

1. Be able to describe changes in people's needs as they reach the age of 65 and older.
2. Be able to describe the available services in this community for people age 65 and older.
3. Spend at least three hours helping to meet the needs of an elderly person.

- *Why can't we simply use the goal "visit with the elderly"? (It is not specific enough.)*
- *In addition to the three goals listed here, what other goal(s) can you suggest?*

STEP 3

Brainstorm major tasks.

1. Research the emotional, social, and physical needs of the elderly.
2. Contact local nursing homes.
3. Contact the Visiting Nurses Association (in the United States) or the Victorian Order of Nurses (in Canada).
4. Learn more about common illnesses and physical limitations among the elderly.
5. Find out about extended care facilities in the community.
6. Contact the local senior citizens center.
7. Conduct a preliminary needs survey by interviewing several elderly people who live alone, with relatives, or in a nursing home.

- *What other major tasks can you suggest?*

STEP 4

Evaluate and group tasks.

1. Group together the note cards with the community contacts—local nursing homes, Visiting Nurses Association or Victorian Order of Nurses, and senior citizens center.

Service-Learning Handout 25

SAMPLE CLASS SERVICE-LEARNING PROJECT PLAN (TEACHER VERSION)

2. Think about how long it might take to gather and analyze information from the preliminary needs survey.

- *How long do you think it would take to gather and analyze the survey information?*
- *Given this, would you keep the survey, eliminate it, or find another way to gather information?*
- *What other way(s) can you suggest to gather the information?*

STEP 5

Set up committees or assign individuals to complete each group of tasks.

A. Partnership Committee

Task: Match each student with an elderly partner in a private home, nursing home, or other setting.

B. Fact-Finding Committee

Tasks:

1. Learn more about and share with the class the physical, social, and emotional needs of people age 65 and older.
2. Invite a speaker from a nursing home.
3. Record on audio or video an interview with a doctor, social worker, or other knowledgeable person in the community.
4. Gather informational booklets from agencies that serve the aging.
5. Give a short presentation on the project to the rest of the group.

C. Resource-Locating Committee

Tasks:

1. Make community contacts.
2. Identify available resources and the services they provide for the elderly.
3. Create a booklet of community resources with information that can be passed on to elderly partners.

D. Resource-Locating Committee

Tasks:

1. Help organize a presentation to an audience from outside the classroom.
2. If necessary, contact the target audience and schedule a time to make the presentation.
3. Photograph or record the project as it progresses, gather testimonials from those being helped—whatever is appropriate for the selected audience.
4. When the project is over, combine the documentation gathered or created by all the committees.

- *Why wouldn't the Partnership Committee be needed throughout the project? (Because partnerships must be set up during the first part of the project so you have time to work with your partners during the second part.)*
- *What might happen to the committee? (It will have to assume other responsibilities or be integrated into another committee)*
- *What other committee(s) might be helpful for this project? What would its (their) task(s) be?*

Service-Learning Handout 25

SAMPLE CLASS SERVICE-LEARNING PROJECT PLAN (TEACHER VERSION)

STEP 6

Create a timeline.

We have six weeks to plan and carry out this project.

- Remember to start with the end in mind.
- What is the goal?
- How long can be spent on the project? (six weeks)
- What are the major tasks involved?
- What is the purpose of the chart?
- How is the chart helpful?

Major Tasks	Timeline					
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Research the emotional, social, and physical needs of the elderly.	X					
Learn more about common illnesses and physical limitations among the elderly.	X					
Find out about extended care facilities in the community.	X					
Contact local nursing homes, the Visiting Nurses Association or Victorian Order of nurses, and the local senior citizens center.		X				
Find an elderly partner for each student.			X			
Spend at least two hours per week for three weeks helping to meet the needs of an elderly person.				X	X	X

Service-Learning Handout 25

SAMPLE CLASS SERVICE-LEARNING PROJECT PLAN (TEACHER VERSION)

STEP 7

Select an outside audience for your presentation on your service experience.

We can invite our parents, who are or will be concerned about the needs and available services for their own parents, and/or the City Council, which can act on our recommendations about needed services.

- *Who else is affected by the issue?*
- *Who else, then, might we want to include in the audience?*

STEP 8

Identify additional information needed to plan or carry out the project.

Answers to these questions:

- Whose permission do we need to complete our tasks?
- What materials or supplies do we need?
- What skills or training do we need to complete each task?
- How can we arrange to get that training?

What other questions can you suggest? (Examples: What could we do if we need materials but have no funds to pay for them? What other obstacles might we run into and what could we do to overcome them?)

CLASS PROJECT PLANNING FORM

Use this worksheet to record information for your class project.

Project description:

Project goals:

Major Tasks (in order)	Committee Responsible	Target Dates

Service-Learning Handout 26

CLASS PROJECT PLANNING FORM

Major Tasks	Timeline					
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6

Outside audience:

Information Needed	Committee Responsible	Date Due

COMMITTEE PROJECT PLANNING FORM

Use this worksheet to record information for your committee.

Committee name: _____

Names of committee members: _____

Major Tasks (in order)	Person(s) Responsible	Completion Date	Training and/or Skills Needed	Resources Needed

Service-Learning Handout 27

COMMITTEE PROJECT PLANNING FORM

Major Tasks	Timeline					
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6

Information Needed	Person(s) Responsible	Due Date	Possible Obstacles	Ways to Overcome Possible Obstacles

Teacher comments:

Project approved (teacher's signature)

WRITING A POSITION PAPER

For a position paper, you gather information about a specific topic and then come to a conclusion or take a position. For your paper you need to:

Use as the title a question related to your service experience.

The question should not just ask for statistics. For example, instead of asking, “How many homeless people are in our community?” ask, “What are some reasons people are homeless in our community?”

Example: Goal of Service -Learning Project: “To increase donations to the local food pantry”

Question/Title: “What can be done to keep food pantries stocked during the winter?”

Explain why the question is significant.

Example: “Because cold weather raises fuel bills and people don’t have money for food, local pantries sometimes run out of food during January, February, and March.”

Base your answers on the following:

1. Three written sources—books, newspapers, newsletters, professional journals, reports (Attach photocopies of these sources to your paper.)
2. An interview with at least one person who can help answer the question
3. Your own observations and experiences

Explain what the answer means to you personally.

Example: “I’ve learned that more volunteers are needed in the summer to tend community gardens and can the produce for pantries. I can help or encourage others to volunteer. I can influence what happens.”

- Is a special portfolio needed for artwork?
- Will there be a separate location for bulky exhibits such as art?

SAMPLE GROUP SERVICE-LEARNING PROJECT PLAN

STEP 1

Briefly describe the project.

Our group is going to learn more about the needs of the elderly and the resources available to them in our community. Then we will each spend time with older people in our community and help meet some of their needs.

STEP 2

Set goals.

1. Be able to describe changes in people's needs as they reach the age of 65 and older.
2. Be able to describe the available services in this community for people age 65 and older.
3. Spend at least three hours helping to meet the needs of an elderly person.

STEP 3

Brainstorm major tasks.

1. Research the emotional, social, and physical needs of the elderly.
2. Contact local nursing homes.
3. Contact the Visiting Nurses Association (in the United States) or the Victorian Order of Nurses (in Canada).
4. Learn more about common illnesses and physical limitations among the elderly.
5. Find out about extended care facilities in the community.
6. Contact the local senior citizens center.
7. Conduct a preliminary needs survey by interviewing several elderly people who live alone, with relatives, or in a nursing home.

STEP 4

Evaluate and group tasks.

1. Group together the note cards with the community contacts--local nursing homes, Visiting Nurses Association or Victorian Order of Nurses, and senior citizens center.
2. Think about how long it might take to gather and analyze information from the preliminary needs survey.

STEP 5

Set up committees or assign individuals to complete each group of tasks.

A. *Partnership Committee*

Task: Match each student with an elderly partner in a private home, nursing home, or other setting.

B. *Fact-Finding Committee*

Tasks:

1. Learn more about and share with the class the physical, social, and emotional needs of people age 65 and older.
2. Invite a speaker from a nursing home.
3. Record on audio or video an interview with a doctor, social worker, or other knowledgeable person in the community.
4. Gather informational booklets from agencies that serve the aging.
5. Give a short presentation on the project to the rest of the group.

C. *Resource-Locating Committee*

Tasks:

1. Make community contacts.
2. Identify available resources and the services they provide for the elderly.

Service-Learning Handout 29

SAMPLE CLASS SERVICE-LEARNING PROJECT PLAN

3. Create a booklet of community resources with information that can be passed on to elderly partners.

D. Public Education Tasks

Tasks:

1. Help organize a presentation to an audience from outside the classroom.
2. If necessary, contact the target audience and schedule a time to make the presentation.
3. Photograph or record the project as it progresses; gather testimonials from those being helped—whatever is appropriate for the selected audience.
4. When the project is over, combine the documentation gathered or created by all the committees.

STEP 6 Create a timeline.

Major Tasks	Timeline					
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Research the emotional, social, and physical needs of the elderly.	X					
Learn more about common illnesses and physical limitations among the elderly.	X					
Find out about extended care facilities in the community.	X					
Contact local nursing homes, the Visiting Nurses Association or Victorian Order of nurses, and the local senior citizens center.		X				
Find an elderly partner for each student.			X			
Spend at least two hours per week for three weeks helping to meet the needs of an elderly person.				X	X	X

STEP 7 Select an outside audience for your presentation on your service experience.

We can invite our parents, who are or will be concerned about the needs and available services for their own parents, and/or the City Council, which can act on our recommendations about needed services.

STEP 8 Identify additional information needed to plan or carry out the project.

Answers to these questions:

- Whose permission do we need to complete our tasks?
- What materials or supplies do we need?
- What skills or training do we need to complete each task?
- How can we arrange to get that training?

SAMPLE GROUP SERVICE-LEARNING PROJECT PLAN (TEACHER VERSION)

STEP 1

Briefly describe the project.

We are going to learn more about the needs of the elderly and the resources available to them in our community. Then we will each spend time with older people in our community and help meet some of their needs.

- *What in this description indicates we will be preparing for service? (The first thing we will do is learn more about the needs to be addressed.)*

STEP 2

Set goals.

1. Be able to describe changes in people's needs as they reach the age of 65 and older.
2. Be able to describe the available services in this community for people age 65 and older.
3. Spend at least three hours helping to meet the needs of an elderly person.

- *Why can't we simply use the goal "visit with the elderly"? (It is not specific enough.)*
- *In addition to the three goals listed here, what other goal(s) can you suggest?*

STEP 3

Brainstorm major tasks.

1. Research the emotional, social, and physical needs of the elderly.
2. Contact local nursing homes.
3. Contact the Visiting Nurses Association (in the United States) or the Victorian Order of Nurses (in Canada).
4. Learn more about common illnesses and physical limitations among the elderly.
5. Find out about extended care facilities in the community.
6. Contact the local senior citizens center.
7. Conduct a preliminary needs survey by interviewing several elderly people who live alone, with relatives, or in a nursing home.

- *What other major tasks can you suggest?*

STEP 4

Evaluate and group tasks.

1. Group together the note cards with the community contacts—local nursing homes, Visiting Nurses Association or Victorian Order of Nurses, and senior citizens center.

Service-Learning Handout 30

SAMPLE GROUP SERVICE-LEARNING PROJECT PLAN (TEACHER VERSION)

- Think about how long it might take to gather and analyze information from the preliminary needs survey.

- *How long do you think it would take to gather and analyze the survey information?*
- *Given this, would you keep the survey, eliminate it, or find another way to gather information?*
- *What other ways(s) can you suggest to gather the information?*

STEP 5

Set up committees or assign individuals to complete each group of tasks.

A. Partnership Committee

Task: Match each student with an elderly partner in a private home, nursing home, or other setting.

B. Fact-Finding Committee

Tasks:

- Learn more about and share with the class the physical, social, and emotional needs of people age 65 and older.
- Invite a speaker from a nursing home.
- Record on audio or video an interview with a doctor, social worker, or other knowledgeable person in the community.
- Gather informational booklets from agencies that serve the aging.
- Give a short presentation on the project to the rest of the group.

C. Resource-Locating Committee

Tasks:

- Make community contacts.
- Identify available resources and the services they provide for the elderly.
- Create a booklet of community resources with information that can be passed on to elderly partners.

D. Public Education Committee

Tasks:

- Help organize a presentation to an audience from outside the classroom.
- If necessary, contact the target audience and schedule a time to make the presentation.
- Photograph or record the project as it progresses, gather testimonials from those being helped—whatever is appropriate for the selected audience.
- When the project is over, combine the documentation gathered or created by all the committees.

- *Why wouldn't the Partnership Committee be needed throughout the project? (Because partnerships must be set up during the first part of the project so you have time to work with your partners during the second part.)*
- *What might happen to the committee? (It will have to assume other responsibilities or be integrated into another committee.)*
- *What other committee(s) might be helpful for this project? What would its (their) task(s) be?*

Service-Learning Handout 30

SAMPLE GROUP SERVICE-LEARNING PROJECT PLAN (TEACHER VERSION)

STEP 6

Create a timeline.

We have six weeks to plan and carry out this project

- Remember to start with the end in mind.
- What is the goal?
- How long can be spent on the project? (six weeks)
- What are the major tasks involved?
- What is the purpose of the chart?
- How is the chart helpful?

Major Tasks	Timeline					
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Research the emotional, social, and physical needs of the elderly.	X					
Learn more about common illnesses and physical limitations among the elderly.	X					
Find out about extended care facilities in the community.	X					
Contact local nursing homes, the Visiting Nurses Association or Victorian Order of nurses, and the local senior citizens center.		X				
Find an elderly partner for each student.			X			
Spend at least two hours per week for three weeks helping to meet the needs of an elderly person.				X	X	X

SAMPLE GROUP SERVICE-LEARNING PROJECT PLAN (TEACHER VERSION)

STEP 7

Select an outside audience for your presentation on your service experience.

We can invite our parents, who are or will be concerned about the needs and available services for their own parents, and/or the City Council, which can act on our recommendations about needed services.

- *Who else is affected by the issue?*
- *Who else, then, might we want to include in the audience?*

STEP 8

Identify additional information needed to plan or carry out the project.

Answers to these questions:

- Whose permission do we need to complete our tasks?
- What materials or supplies do we need?
- What skills or training do we need to complete each task?
- How can we arrange to get that training?

What other questions can you suggest? (Examples: What could we do if we need materials but have no funds to pay for them? What other obstacles might we run into and what could we do to overcome them?)

GROUP PROJECT PLANNING FORM

Use this worksheet to record information for your class project.

Group members:

Project description:

Project goals:

Major Tasks (in order)	Committee Responsible	Target Dates

Service-Learning Handout 31

CLASS PROJECT PLANNING FORM

Major Tasks	Timeline					
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6

Outside audience:

Information Needed	Committee Responsible	Date Due

INDIVIDUAL TASK PROJECT PLANNING FORM

Use this worksheet to record information for your group task.

Major Task Assigned	Name(s) of Person(s) Working on This Task	Smaller Tasks (in order)	Completion Dates	Skills and/or Training Needed

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INDIVIDUAL TASK PROJECT PLANNING FORM

Resources Needed	Information Needed	Possible Obstacles	Ways to Overcome Possible Obstacles

Summary of input from Advisory Team or other adult reviewers:

Teacher comments:

Project approved (teacher's signature)

SCHEDULE OF SERVICE-LEARNING ACTIVITIES

Use the following graphic organizer to schedule the major activities for your service-learning project.

Date	Activity	Activity Completed

PROJECT SUMMARY REPORT

A Methods and Procedures

- Write a step-by-step outline that someone else could follow to carry out your assigned project responsibilities. Base the outline on your Project Planning Form and weekly progress reports.
- Describe your most successful day.
- Describe your most difficult day.

Base B and C on discussions with the class, your committee, or your project group.

B Learnings and Conclusions

- How well did your project meet its goals?
- How has the project made a difference in other people's lives?
- What are some things you have learned as a result of this project?
- What are some ways you can use in other settings—especially the workplace—the skills, knowledge, and insights you have gained?

C Recommended Next Steps

- What needs related to your project remain to be addressed?
- What other groups or organizations do you know of that are working on this need?
- How could other people or groups, such as the student council or city council, help address the same needs?

PERSONAL SNAPSHOT

- 1** Some things I really enjoy doing are _____
- 2** Some things I really dislike doing are _____
- 3** Some qualities and abilities I admire in others are _____
- 4** Some qualities and abilities I would like to develop myself are _____
- 5** Some things I really care about are _____
- 6** The values that help guide my life are _____
- 7** Some things I would like to accomplish or do in the next year are _____
- 8** The personal management and responsibility skills I possess are _____
- 9** The personal management and responsibility skills I want to learn are _____
- 10** The interpersonal and relationship skills I possess are _____
- 11** The interpersonal and relationship skills I want to learn are _____
- 12** The kinds of occupations I am considering are _____

PERSONAL ACTION PLAN

What Makes You Unique?

1. What interests do you have that could be used to help others?

2. Which of your skills could help others?

3. What knowledge do you have that could help others?

How Can You Use Your Assets?

List at least three ways you could put your unique combination of interests, skills, and knowledge into action for the benefit of others.

1. _____
2. _____
3. _____

What's Your Plan?

Use the following chart to establish a plan for one of the items you listed above.

MY GOAL:

Steps Toward My Goal	People Who Can Help Me	Start Date	End Date

CLARIFYING QUESTIONS

Use the following questions to help you and your group or committee plan the presentation on your service-learning project for an outside audience.

- 1 Who is your audience?

- 2 What is your goal? What are you trying to communicate?

- 3 Does the presentation as discussed so far seem appropriate for the intended audience(s)?

- 4 What are the strengths of your presentation? Weaknesses?

- 5 What information, if any, is missing?

- 6 What would you omit from the presentation? Why?

- 7 How will you use visuals and other materials, such as photographs, videos, testimonials, skits, and letters to the editor, in your presentation?

- 8 What are follow-up steps for your audience? What do you want them to do?
