

## SERVICE + LEARNING

### Purpose

- To develop a foundation for civic literacy through service learning
- To think critically about the learning process
- To develop interpretation skills
- To introduce investigating community needs through action research
- To apply sequencing when organizing ideas
- To build vocabulary by interpreting words and phrases as they are used in context
- To recognize the importance of responsible decision-making when implementing the five stages of service learning

### Materials

Student documents:

- Service + Learning = Service Learning
- Service Learning Vocabulary

**Time**      One hour

### Terms

- investigation
- preparation
- action
- reflection
- demonstration
- advocacy
- research
- additional words referenced on the Service Learning Vocabulary document

**21<sup>st</sup> CENTURY SKILLS of Self-Awareness, Responsible Decision-Making, and Critical and Inventive Thinking, Communication and Information Access, Civic Literacy are developed along with Core Values as students:**

- ask questions
- are observant
- apply interests, skills, and talents
- show curiosity
- discern needs
- extend ideas
- organize ideas and activities
- solve problems
- transfer ideas
- incorporate change as a constructive concept

### Background

The 21<sup>st</sup> century skills developed in this program lead to students being more capable of taking initiative and acquiring civic literacy knowledge and competencies. Service learning is a well-researched, viable, and practical process to introduce and advance a wide range of elements of academic and personal growth. By introducing the process to students, they are more cognizant of the stages and the construct they can rely on as they participate in service learning initiated through this program, in their classes, or when they choose to take initiative of social entrepreneurship reviewed in the lesson Who is Helping?

Additional information about the process of service learning is noted in the Orientation section with supplemental references in the Appendix. The book *The Complete Guide to Service Learning* offers a wealth of resources for educators and students have enjoyed using it as a reference for ideas.

### Opening

- Write Service + Learning = Service Learning on the board in large letters with space underneath for lists. Ask what words come to mind with the word *service*. List. Repeat with *learning*.

**Note:** Students may mention service as punitive due to “community service” being a “payback” in some schools and some court systems. If this is a comment, wait until their list is done and let students know that in this context, service is not a punishment; the kind of service being looked at here is when people want to be involved or are doing service as part of a class learning experience.

- Have students reference the Service + Learning document; read aloud definitions provided.

## Process

- As noted, there are five stages of service learning. Each section offers a different way to learn about the process called *service learning*.
- For Investigation, ask for a student to read the quote aloud. Investigation is completed in two key parts. Students have already completed the initial essential process of investigation: the Personal Inventory process to identify personal interests, skills, and talents. The Classroom Inventory accumulates this information and creates a valuable resource directory useful in every service learning experience. Ask students to consider, what is the value of a classroom inventory of student interests, skills, and talents?
- A second part of Investigation is examining a community need. What if students heard that children living in a shelter for homeless families or children living in an orphanage do not have birthday parties? How would they know if birthday parties are valued or needed? How could they verify the need so they would know how best to respond? Guide students in determining four ways to investigate this need and add each action research method to their document. First ask, how could we find out about homelessness in general and this situation in specific? The responses you are seeking are: use **media** (Internet, newspaper, books, films), **interview** an expert (person who works at the shelter, a reporter who writes on the topic), and by conducting a **survey** (gathering impressions from a specific population), and **observation and experience** (drawing from what they know or have seen; a class can add experience through a field trip). To continue, you may ask:
  - ▶ Is there any place that you would want to see or visit? (visit the shelter; this may only be possible when residents are not present due to confidentiality)
  - ▶ What do you need to know about? (learn about homelessness in the community)
  - ▶ How can you find out about being in a situation you have never been in? (interview the director of the shelter, read stories about kids who are homeless)
  - ▶ Any facts you think would be helpful? (statistics of children living in shelters)

**Note:** The upcoming lessons Community Needs further develops this method of action research.

- For Preparation & Planning, have a student read the Anne Frank quote aloud (student comments welcome), and a different student read what preparation is and the directions. Students come up with their list of three ways to prepare for the described party; they can choose to work alone or in pairs or in groups. Make a list on the board of their ideas. Students then list what might be three parts of a plan for action to carry out their idea.
- To introduce Action, involve student volunteers in reading the quote aloud and each of the short descriptors. Form groups of three to come up with ideas for each of the categories related to a school campaign that replaces bullying and name-calling with respect. Ideas you might add include:
  - ▶ Direct Service—Putting on a skit for a class that leads to a discussion and involves students in role plays; Planning a Mix It Up At Lunch Day event (described at [www.tolerance.org](http://www.tolerance.org)); Having a school-wide read with a book that deals directly with the topic and student-led book discussions in all English classes.

- ▶ Indirect Service—Creating a brochure on how to interrupt bullying behavior; making posters with quotes that encourage people to think about their actions; designing a school Web site for parents about what to tell your kids about replacing bullying with friendship.
  - ▶ Advocacy—Collecting stories from students and, without using names, write a series of school newspaper articles showing the consequences of hurtful behaviors; start a Safe School for All Student Action Committee to stand up for everyone’s rights to school safety.
  - ▶ Research—Conducting a survey of what kids think about replacing bullying behaviors at school with respect and friendship and reporting results to the administration and student government.
- For Reflection, after a student reads the quote aloud, have students independently respond to the two prompts. Then read aloud the explanation of reflection. Now, students add a drawing.
  - Continue with Demonstration. Again, read the quote and information aloud and have students circle ways they would want to participate in demonstration.
  - Students collaborate in small groups to bring together all their ideas into a plan for an improved school food collection or use another situation if better suited to your school community. Whether in the same groups of three or now with four students, the task is to come up with ideas for each stage of service learning.
  - For feedback, two groups meet and hear the plans developed by their partner group. Encourage students to provide at least two specific comments about what is good about the plan and ask one question or give one suggestion.
  - Read aloud the final comment about Competition as Service. Have students review their plans, remove any competition, and develop strategies for working together toward a common purpose. Ask for examples.

### Closing

- Words are always important with any new concept learned. Have students review the Service Learning Vocabulary page. During class, or as an at home assignment, students check the words they know and use, and circle several they would like to integrate into their daily or occasional vocabulary. Unfamiliar words? Draw a box around these. As new words are introduced during service learning experiences, add them to the list.

### Follow-up

- Consider what is being learned through this program or other academic endeavors that could be developed into a purposeful and meaningful service learning experience for student participation, especially one that integrates their interests, skills, and talents. Can students follow up on any ideas sparked through this sequence of activities?
- Service learning is taking place in schools and youth organizations globally. *The Complete Guide to Service Learning*, a book authored by Cathryn Berger Kaye who authored this program, has many examples of service learning experiences connected with classroom learning to promote academic achievement and civic literacy.

# Service + Learning = Service Learning

## Service:

Service means contributing or helping to benefit others and the common good.

+

## Learning:

Learning means gaining understanding of a subject or skill through study, experience, or an exchange of ideas.

=

## Service Learning:

The ideas of service and learning combine to create service learning.

Investigation, preparation, action, reflection, and demonstration are the five stages of service learning.

By understanding how these stages work, you can be more effective when making plans to improve your school and community.

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## Stage One: Investigation

***"The power to investigate is a great public trust."***

*Emanuel Celler, politician*

What to investigate when doing service learning?

**First:** Investigate the interests, skills, and talents of the students involved. Review your Personal Inventory. List one of each of the following that can be helpful when being involved in providing service:

Interest \_\_\_\_\_ Skill \_\_\_\_\_ Talent \_\_\_\_\_

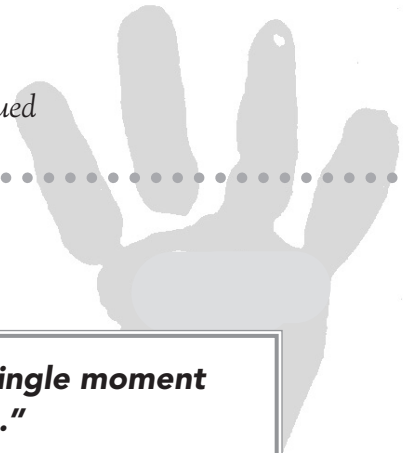
**Next:** What community need concerns or matters to you? List three topics, then listen to others. Add three more from the conversation. Place a checkmark by two that would be your priorities.

\_\_\_\_\_

\_\_\_\_\_

# Service + Learning = Service Learning *continued*

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## Stage Two: Preparation and Planning

***"How wonderful it is that nobody need wait a single moment before starting to change the world."***

*Anne Frank, teen diarist and Holocaust victim*

Imagine that you decide to throw a birthday party for kids who live at a homeless shelter or orphanage. What would you have to do first? Prepare. You already have experience preparing for many activities, whether getting ingredients for baking brownies or warming up for a basketball game.

### Birthday Party Preparation

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**Plan!** Now make a list of how you would carry out or implement this birthday party. What would need to happen first, second, and third?

### Birthday Party Plan

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

# Service + Learning = Service Learning *continued*



## Stage Three: Action

***"If you need a helping hand,  
you will find one at the end of your arm."***  
*Yiddish Proverb*

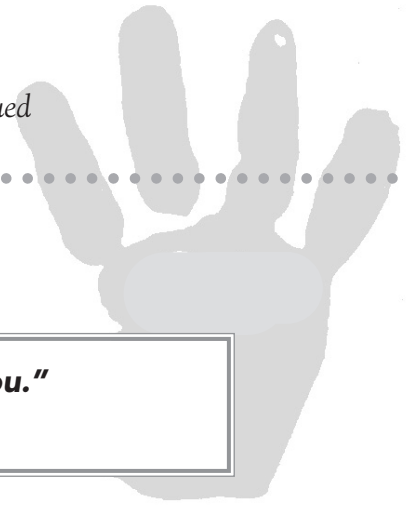
Once you are prepared with the background knowledge you need, you can create and carry out your action plan. Most often, you will take action in one or more of the following four ways.

- 1 Direct Service:** Your service involves face-to-face interactions with people, animals, or the environment.
- 2 Indirect Service:** Your action is not seen by the people who may benefit from what you do, however the action meets a real need.
- 3 Advocacy:** What you do makes others aware of an issue and encourages them to take action to make a change.
- 4 Research:** You gather and report on information that helps a community.

Which of these ways best describes the example of throwing a birthday party for kids at a shelter or orphanage? What if you wanted to take action to reduce bullying in a school using each of these ways? In groups of three, come up with an example for each and write them below. Keep in mind that in all types of service, everyone is meant to benefit and learn from and with each other.

Direct Service	Indirect Service	Advocacy	Research

# Service + Learning = Service Learning *continued*



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## Stage Four: Reflection

***"Look within! The secret is inside you."***  
*Huineng, Buddhist monk*

What is one idea you have learned so far that you want to remember?

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What three words come to mind when you think about service learning?

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When you answer these questions, you are participating in **reflection**: looking at your experience to determine what it has to do with **you**. You see how you can combine learning and service, and you recognize that what you are doing matters. Reflection takes place all along the way as you investigate, prepare and plan, do the service, and demonstrate what you have learned and accomplished (that's the next stage). You will find reflection built into many activities in *Strategies for Success with 21st Century Skills*.

*Reflection can occur in many ways.  
Draw an image of something that comes to mind  
with the word "reflection."*

# Service + Learning = Service Learning *continued*



## Stage Five: Demonstration

***"Follow effective action with quiet reflection.  
From the quiet reflection will come even more effective action."***

*Peter Drucker, author and social ecologist*

Demonstration is the stage where you take the opportunity to let others know what you have learned and the good community work you have done. Are you an artist? Do you like to perform? Do you enjoy writing? Do you like taking photos? Are you a computer whiz? You could use any of these skills or talents to **demonstrate** your service learning. Circle ways you might want to demonstrate what you accomplish:

*Perform a skit or play  
for another class  
or youth group*

*Make a mural*

*Create a brochure to showing  
the steps you followed*

*Write an article for  
your school or  
community newspaper*

*Create a Web site*

*Put together a  
video or audio recording -  
make a podcast*

*Put on a Service Fair*

*Other ideas:*

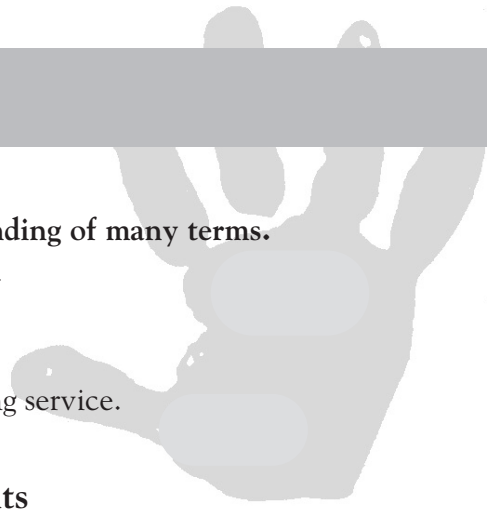
*Build a display for the school  
or local library*



# Service Learning Vocabulary

During service learning, you develop and deepen your understanding of many terms.

- ✓ Place a check mark by words you already use with ease.
- Circle two you want to start using.
- Put a box around two that you want to understand.
- \_\_\_ On the blank lines, add additional words you use during service.



- |                     |                         |
|---------------------|-------------------------|
| ___ caring          | ___ talents             |
| ___ implementation  | ___ commitment          |
| ___ helping         | ___ interests           |
| ___ reflection      | ___ civic participation |
| ___ community       | ___ change              |
| ___ collaboration   | ___ advocacy            |
| ___ respect         | ___ resources           |
| ___ demonstration   | ___ research            |
| ___ need            | ___ proposal            |
| ___ documentation   | ___ flexibility         |
| ___ purpose         | ___ contingency plan    |
| ___ outcomes        | ___ reciprocity         |
| ___ plan            | ___ preparation         |
| ___ interdependence | _____                   |
| ___ action          | _____                   |
| ___ responsibility  | _____                   |
| ___ skills          | _____                   |
| ___ feedback        | _____                   |