Service-Learning 101

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OBJECTIVES:

- Gain working knowledge of service-learning

- Learn the steps to facilitate service-learning so that students experience leadership, civic engagement, and professional development skills

- Create an action plan to incorporate this service-learning model in classes.

SERVICE–LEARNING DEFINED:

A teaching & learning strategy that integrates meaningful service in the community with instruction & reflection to enrich the learning experience, teach civic responsibility, and strengthen communities.
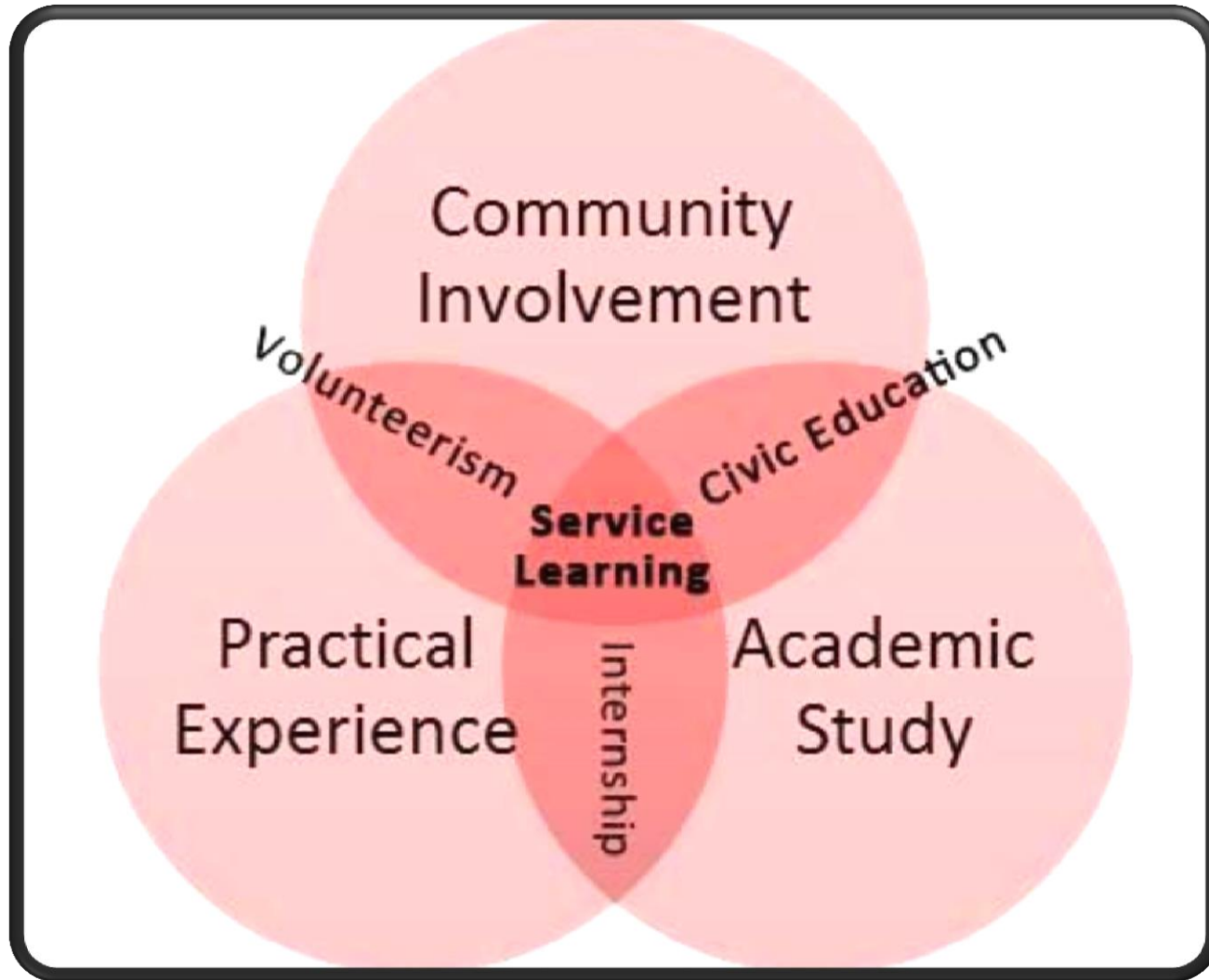
WHY SERVICE-LEARNING ?

STUDENTS:

- ✓ Develop leadership, civic engagement, and professional development skills
- ✓ Enhances greater ethic of service and connection to community
- ✓ Enhances problem-solving skills, ability to work in teams, and planning abilities
- ✓ Instills "Lifetime of Service"
- ✓ Increases collaborations and community partnerships

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THE 5 STEPS OF SERVICE-LEARNING

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

Step 1: Investigation

- **WHAT?**
  - Students obtain and analyze information from the community
  - Identify strengths, resources and opportunities

- **WHY?**
  - Ensures meaningful service
  - Introduces members to community
  - Students more invested in service

- **HOW?**
  - Investigate
  - Interpret information
  - Set goals

Step 2: Preparation

- **WHAT?**
  - Set the context for service
  - Orient the students to participation expectations
  - Students explore personal, social, cultural issues

- **WHY?**
  - Preparation = high level of success
  - Creates positive experience
  - Reinforces commitment to civic engagement and community impact

- **HOW?**
  - Engage students as leaders
  - Link strengths to service
  - Develop clear work plan
  - *STUDENT VOICE*

Step 3: Action

- **WHAT?**
  - Provide meaningful service to community

- **WHY?**
  - Provide service that meets human and community needs
  - Build relationships
  - Community development

- **HOW?**
  - Clear assignments and expectations
  - Match student strengths with service

Step 4: Reflection!!!

- **WHAT?**
  - Thinking, analysis, problem solving
  - See experience in broader context of civic, policy, and community

- **WHY?**
  - Learning is reinforced
  - Gain confidence, social responsibility, awareness
  - See and analyze issues in a new way

- **HOW?**
  - What?
  - So what?
  - Now what?

Step 5: Celebration

- **WHAT?**
  - Opportunity to recognize the contribution made
  - Educate community

- **WHY?**
  - Provide public forum for students to share what they learned
  - Gain support and recognition

- **HOW?**
  - Event with community partners, service recipients, supporters, *potential* supporters, media, etc.
    - ***STUDENT VOICE***

What does Service-Learning look like?

Service-Learning

Traditional S.L   vs.   New Avenues of S.L.

The "service" of Service-Learning

- **Traditional S-L:**
  - Paint
  - Plant
  - Pack
  - Clean
  - Collect
  - Build
  - Bake sales

- **New Avenues:**
  - Publish
  - Perform
  - Publicize
  - Design
  - Collaborate
  - Create
  - Fundraisers

BOTH ARE NEEDED AND VALUABLE TO THE COMMUNITY!!!

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Direct Service: providing service directly to an organization's clientele.

Examples:
Deliver meals for Meals on Wheels;
Build a house for Habitat for Humanity;
Park **cleanup project**;
Tutoring at local elementary;
Design (with residents input**)**
and build a raised garden
for the local nursing home.

Indirect Service: providing service to an organization to help them with their efforts to help their clientele.

Examples:

Preparing the meals for Meals on Wheels;
Create a brochure for Meals on Wheels to help with their funding outreach in the community;
Develop a website/ Facebook page/Instagram/Flier for a non-profit organization

Advocacy: is an activity by an individual or group which aims to influence decisions within political, economic, and social systems and institutions.

*Examples***:**

Propose a tutoring program to the school board;
Present to the city council the reasons and a solution to traffic problem;
Present the research findings of a storm water runoff issue to local officials with possible solutions to the issue.

WHERE CAN WE FIND COMMUNITIES, PEOPLE, ORGANIZATIONS TO SERVE?

Chamber of Commerce

Community Help Centers

Humane Society

Local Non-Profits

UT Extension

Nursing Homes

Schools

United Way

Churches

YMCA

Senior Centers

Habitat for Humanity

STUDENTS

They are your best resource!!

STATE AND FEDERAL GRANTS:

➤ Right now Volunteer Tennessee doesn't have grants.

➤ There are organizations (State Farm) that sponsor service-learning activities, however, the organization sets the parameters of the service and you often need to know months in advance to apply for the grant that you may or may not receive.

➤ *REMEMBER - There are many service-learning projects that cost no more than time and creativity.*

Evaluating Student Performance

Student Evaluation and Grades:

- Test over terminology, non-profits in the area, government officials, etc.

- Reflection papers on their experience.

- Grade group on power point presentation.

- Students create a rubric for grades.

- Have the students grade each other = 360 review.

- Class participation grade.

- Service hours requirement – separate from SL project.

- The organization – Are they happy with SL project?

- Not all assignments need a grade.

Example Rubric Made by Students

For a Grade of "A"

- Participate in discussion
- Score and average of "A" on all tests
- Participate in all Reflection
- Participate on all community tour days
- Contribute two research documents to the small team service project
- Lead a small team component such as power point, script, photos, public specking
- Lead a large group team component such as power point, script, photos, public speaking
- Help organize graduation and Celebration

For a Grade of "B"

- Participate in discussion
- Score and average of "B" on all tests
- Participate in all Reflection
- Participate on all community tour days
- Contribute two research documents to the small team service project
- Lead a small team component such as power point, script, photos, public specking
- Lead a large group team component such as power point, script, photos, public speaking

For a Grade of "C"

- Participate in discussion
- Score and average of "C" on all tests
- Participate in all Reflection
- Participate on all community tour days
- Contribute two research documents to the small team service project
- Lead a small team component such as power point, script, photos, public speaking

For a Grade of "D"

- Participate in discussion
- Score and average of "D" on all tests
- Participate in all Reflection
- Participate on all community tour days
- Contribute two research documents to the small team service project

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Social Work Practice III: CIP Presentation Rubric

Speakers: ___Group Name and Individuals_____ Date: _____

Teachers' Signature: _____ Grade _____

Dress: **Appropriate**: Yes_____   No _____

Content:

Problem: _____ Identified problem clearly with resources evidenced

Resolution: _____ Clearly articulated resolution denoting how it would help population
                                       served and overall community

Plan: Clear articulation of the following:

_____ How program or process would function?
_____ How it would be financed?
_____ Who would carry out what tasks?
_____ Where would it be located?
_____ How will it be marketed or made available to public?
_____ How will it be overseen? And by whom?

Presentation Style

_____ Visual aid (s) used properly
_____ Handouts provided
_____ Shared discussion and response to questions (Team work)
_____ Knowledge of topic evidenced in audio and visual display

Verbal: _____ Volume   _____ Articulation   _____ Absence of silence

Physical: _____ Eye contact frequent   _____ Gestures meaningful   _____ Sense of communication

Comments:

Challenges and Questions

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