

Lesson 1: What is Service Learning?

Desired Results	
<p>Outcome(s): #1: Learners will understand the meaning of the term “service learning” and create projects that exemplify it. #2: Learners will work collaboratively and cooperatively.</p>	
<p>Understanding (s)/goals Students will understand:</p> <ul style="list-style-type: none"> • What service learning is. • What service learning looks like. • The expectations of them for the service learning unit. 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> • What is service learning? • What can learners expect to experience over the course of the unit?
<p>Knowledge and skills: Students will be able to:</p> <ul style="list-style-type: none"> • Define service learning. • Identify service learning in examples of service learning projects. • Know what they can expect to do over the course of the unit. • Share information about themselves with peers and instructor. 	
Assessment Evidence	
<p>Performance Task(s):</p> <ul style="list-style-type: none"> • Students will synthesize information gathered on service learning to create a definition of service learning. • Students will work with a partner to critically examine three examples of service learning to determine if they exemplify successful service learning or not. 	<p>Other Evidence: Questions asked and comments made in the course of group discussion about the definition of service learning.</p>
Learning Plan	
<p><u>Learning Activity 1: Service profiles</u> Each student will be asked to choose their top three social action issue areas from the list below and create a personal pie chart representing how much they care about each of the three issues. Then, students will have to find someone with an issue in common with their issue to get to know for one minute. Then, each pair will team up with another pair who cared about a different issue, and discuss why they made their choices for three minutes.</p> <ul style="list-style-type: none"> • Service Areas: Environment, Hunger, Homelessness, Alcohol and Drug Abuse, Civic Engagement, Literacy, Disaster Prevention and Recovery, Health & Safety, Poverty, Literacy, Animals, Other. 	

SOURCE: Wiggins, G., & McTighe, J. (2005). *Understanding by design: Expanded 2nd edition*. Alexandria, VA: ASCD.

Learning Activity 2: Defining service learning

Defining Service Learning: Students will be in groups of about four as a result of the service profiles activity. Each group will be given a website and five minutes to arrive at a definition of service learning from the information on the site. Each group will present what they found to the large group by writing their site's definition on the board. Then, students will be asked to synthesize the various definitions into their definition of service learning. This definition will be recorded as the working definition used for service learning for the remainder of the unit. The websites used for this activity are:

- The National Youth Leadership Council's K-12 Service Learning Standards: www.nylc.org/k-12-service-learning-standards-quality-practice
- The National Youth Leadership Council's Service Learning Tutorial: www.nylc.org, "what is service learning?" tab.
- The National Service Learning Partnership: www.service-learningpartnership.org
- Learn and Serve America: www.learnandserve.gov
- The National Service Learning Clearinghouse www.servicelearning.org

The sources referenced will all include aspects of Kaye's (2004) elements of successful service learning, which include integrated learning, genuine needs, youth voice and choice, collaborative efforts, reciprocity, and civic responsibility. Additionally, some of the sources refer to the steps of service learning, which are preparation, action, reflection, and demonstration.

Learning Activity 3: Evaluating service learning

Examples of Service Learning: Students will view some short clips and discuss whether each project exemplifies service learning or not through a series of discussion questions.

- Clip 1: The Nashville Mobile Market: This clip shows how students at Vanderbilt began a mobile market to food deserts in the Nashville area. The clip demonstrates integrated learning, genuine needs, collaborative efforts, reciprocity and civic responsibility. <http://www.vanderbilt.edu/nashvillemobilemarket/video.html>
- Clip 2: Woodlake High School Service Learning Video: This short clip details an art project undertaken by students. The art project is a mural that does not appear from the video to address integrated learning, genuine needs, youth voice and choice, reciprocity, or civic responsibility. <http://youtu.be/OHDQSIGnq1c>
- Clip 3: Tulare Union Service Learning Video: This short clip (from the same school district as the previous clip) is about a gang and drug intervention program in which high school students mentor middle school students. While the video does not overtly address integrated learning, genuine needs, or youth voice and choice, elements of collaborative efforts, reciprocity, and civic responsibility occur, and genuine needs may be inferred. <http://youtu.be/walWqyYUThs>

After viewing all three clips, the students will consider the following discussion questions in pairs.

1. How are the elements of successful service learning demonstrated in the clips?
2. If you had to give each video a letter grade for how well it exemplifies service learning, what grades would you give and why?
3. For the clips that showed less successful programs, how would you change the service learning depicted to be more in alignment with the principles of service learning?

4. How do you determine what a genuine need is?

Learning Activity 4: Unit Timeline and Expectations

Students take turns reading aloud from the syllabus. Then students have an opportunity to ask questions about the timeline and expectations. The syllabus is included at the end of this lesson.

Take Home Task: Identifying Community Needs

Each student will consider the information they have learned about service learning and the concept of genuine needs to consider three community needs they would want to explore further. Sites for further exploration could include walks in students' neighborhoods or schools or examination of local, state, and national news sources.

Reflection Prompt: Survey/Self Assessment

Instead of a traditional reflection prompt, students will each complete a brief survey to provide educators with more information about them. A PDF of the survey is included. The link is: https://spreadsheets.google.com/spreadsheet/viewform?hl=en_US&formkey=dE1OSmdTeXEyTXliQVNadmFXazAxSHc6MQ#gid=0

Syllabus: Service Learning Project

Program Outcomes:

1. Students will know what service learning is and create projects that exemplify it.
2. Students will work collaboratively and cooperatively.
3. Students will identify gaps in their knowledge and work to address them.
4. Students will set goals and monitor their own progress in achieving them.
5. Students will evaluate their work and revise when necessary.
6. Students will deliver effective oral presentations.
7. Students will take action on the social issue of their choice.

Components

Weekly Meetings

Students will meet weekly for three hours at a time with educators in order to engage in learning activities and work with their group. A weekly outline is included.

Service Learning Project

Students will work in groups to research, develop, pitch and implement a service learning project on a social action issue of their choice that will utilize a one hundred dollar grant. As part of this project, students will participate in the following:

- Research and knowledge gathering about the service area of their choice, including an informational interview.
- Development of a service action plan with the group that details the groups' plan to engage in service learning around their social action issue.
- Development, practice, revision and final presentation of a pitch for your group's service project including a proposed budget and responses to critical questions put forward about the project.
- Implementation of the service project with opportunities to reflect on and revise the service action plan developed.
- Presentation of service projects with final reflections and celebration of work.

Completion of the service learning project will require students to complete work, both individually and in groups, outside of the regular weekly meetings for the project.

Weekly Reflection Prompts

Students will individually complete weekly reflections online that they will submit to the educator. These reflections will be kept confidential to the educator only, and will become a lens for students to think about their service learning work in an individual format. On weeks when we will not meet as a whole group, students will be expected to submit two reflection prompts.

Timeline

Week 1: What is Service Learning?

Students will create a definition of service learning and will evaluate examples of different service learning projects.

- Take-Home Task: Students will identify three community needs they want to explore further.
- Reflection Prompt: Instructor will email out a brief survey for each student to complete.

Week 2: Community Needs & Assets

Students will form their service learning project groups and select a community need their group wants to address. Students will learn about community assets, will determine information they need to gather, and will practice interviewing.

- Take-Home Task: Students will conduct an interview to gain more information about their service learning project issue and conduct additional research about their service learning issue.
- Reflection Prompt: This week, we examined asset-based community development. What are assets that you bring to your service learning project and your group?

Week 3: Service Learning Goals

Students will explore the different forms service can take, explore ways groups can build consensus and begin developing service action plans.

- Take-Home Task: Groups will continue to develop their action plans. If students have not completed their interviews, they must do so.
- Reflection Prompt: Instructor will email out a brief online survey in which students assess their group's action plan.

Week 4: Making the Case

Students will create simple budgets for their plan to spend the grant money and will explore successful elevator pitches. Students will work to identify counterarguments and develop pitches for their action plans.

- Take-Home Task: Students refine their pitches.
- Reflection Prompt: How might you use the elements of making successful pitches in other areas of your life?

Week 5: Practicing and Revising Pitches

Students will complete mock presentations, engage in self-assessment and be assessed by their peers.

- Take-Home Task: Students revise their pitches based on feedback received.
- Reflection Prompt: How was the experience of doing a mock-presentation and receiving peer assessment? How, if at all, was your self-assessment different from the peer assessments you received?

Week 6: Formal Presentations

Students will present their pitches and budgets to a panel of professionals, then respond to critical questions from the panel.

- Take-Home Task: Either revise your presentation or begin to implement the service project.
- Reflection Prompt: How was the experience of making the formal presentation? Which parts of the presentation went well and which would you change for the future?

Week 7: Implementing Service Projects

NO REGULAR WEEKLY MEETING. Instead, students will implement their service projects, seeking input and advice from instructors as necessary.

- Reflection Prompt 1: If you could give a letter grade (A, B, C, D, or F) to the way your service group has been interacting and functioning, what would the letter grade be and why?
- Reflection Prompt 2: What, if any, challenges have you encountered as you begin to implement your service project? What successes have you experienced? How might these challenges and successes shape how you continue to approach your service work?

Week 8: Reflection, Revision, and Group Dynamics

Students will engage in reflection and revise their service action plans as needed. Students will evaluate their group's dynamic.

- Take-Home Task: Continue to implement the service project.
- Reflection Prompt: How can your group continue to reflect and revise as the process of implementing your service learning project continues?

Week 9: Implementing Service Projects

NO REGULAR WEEKLY MEETING. Instead, students will implement their service projects, seeking input and advice from instructors as necessary.

- Reflection Prompt 1: If your group revised their service action plan, how have the changes your group implemented been successful? What challenges have come up? If your group did not revise their plan, how might you revise your plan now?
- Reflection Prompt 2: What is a story you can tell about your service project that conveys something important about the experience?

Week 10: Preparing to Showcase

Students will reflect on their service projects and consider the best way to showcase what they have accomplished.

- Take-Home Task: Planning the showcase, finishing service learning projects.
- Reflection Prompt: How has this service learning project impacted you?

Week 11: Practice Showcasing and Unit Wrap-Up

REGULAR WEEKLY MEETING WILL NOT OCCUR. Instead, each group must make an appointment with the instructor to preview their showcase and discuss how the project, group work, and unit went and concluded.

- Take-Home Task: Revise showcase based on instructor feedback.

SOURCE: Wiggins, G., & McTighe, J. (2005). *Understanding by design: Expanded 2nd edition*. Alexandria, VA: ASCD.

- Reflection Prompt: What are you left wondering as this unit concludes? What could the instructor have done differently?

Week 12: Showcasing and Celebrating the Work

Service Learning Student Information Form

<https://spreadsheets.google.com/spreadsheet/viewform?hl=...>

Service Learning Student Information Form

Thank you for completing this survey. All your responses will be used only by the instructor and will be kept confidential.

*** Required**

What's your name? *

What grade are you in? *

Is it okay to contact you by phone or text on your cell phone? *

- Yes
 No
 Not sure

If you answered yes, please provide your cell phone number below.

What do you like to do outside of school? What are your

interests, hobbies, extracurricular commitments, etc.? *

Why did you choose to participate in this program? *

**What are you hoping to accomplish during the program?
What do you want to get out of your participation?** *

Provide an honest self-assessment about the following items. *

1 - Strongly Agree 2 - Agree 3 - Neither Agree or Disagree 4 - Disagree 5 - Strongly Disagree

	1 - Strongly Agree	2 - Agree	3 - Neither Agree or Disagree	4 - Disagree	5 - Strongly Disagree
I am good at completing tasks once I start them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If I had a choice, I would much rather complete an assignment on my own than work in a group.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have strong opinions about the issues in my community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would describe myself as an informed citizen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I find it difficult to compromise once I have made a decision.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Which social action issues most interest you? Why? *

Is there anything else you want to tell us about yourself?

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Lesson 2: Community Needs & Assets

Desired Results	
<p>Outcomes: #2: Students will work collaboratively and cooperatively. #3: Students will identify gaps in their knowledge and work to address them.</p>	
<p>Understanding (s)/goals Students will understand:</p> <ul style="list-style-type: none"> • Community assets can help to address community needs. • Informational interviews require the use of probing questions to acquire information. 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> • What are community assets that can help in addressing our chosen issue? • How are informational interviews useful in assessing community needs? • What further information do we need about the community need we have chosen to address?
<p>Knowledge and skills: Students will be able to:</p> <ul style="list-style-type: none"> • Think critically about needs in their community. • Identify community assets that may be used in the process of addressing community needs. • Generate a plan to acquire more information about their community need. • Conduct informational interviews. 	
Assessment Evidence	
<p>Performance Task(s): Group-generated list of community needs, assets, and additional information needed and resulting plan to acquire more information.</p>	<p>Other Evidence:</p> <ul style="list-style-type: none"> • Extent to which student performances recapping prior knowledge reflect topics previously covered. • Student conduct and information gathered during practice interviews. • Group choice of interview subjects and questions.
Learning Plan	
<p><u>Learning Activity 1: Recap of prior knowledge</u> Students are placed in groups of six and each group is given a choice of media they want to use to convey what they know about service learning. The media choices are:</p>	

- Song/rap lyric
- Tweet (140 characters or less)
- Facebook user profile (e.g.: profile picture, friends, likes, status update)
- Haiku

Each group has about 10 minutes to compile their presentation, and each presents to the class.

Learning Activity 2: Establishing service learning groups

As a whole group, the students consider criteria that they can use in creating service learning groups of about four people each in which they will conduct their service learning projects. Using the criteria they established, the students will form service learning project groups and exchange contact information. If discussion is slow, the educator can prompt the students to consider factors in group choice like varying strengths, scheduling considerations, and exposure to new people in choosing groups.

Learning Activity 3: Choosing a need to address

All the students will write the needs they identified as part of their take home task on the board, consolidating into larger groups and categories as necessary. In their small groups, the students will work to choose a community need that they want to address through their service-learning project. Each group member is allowed to veto one choice as part of the deliberations if the group is having a hard time deciding.

Learning Activity 4: Determining needs, assets and further information needed

Students will be presented with the two community maps featured in the Kretzmann and McKnight (1996) article. They are included in the documents included with this lesson. The students will compare and contrast the maps in order to determine how each map would impact service they would implement in the community. Then, using a large piece of butcher paper divided into three columns, students will work in small groups to consider the needs associated with the issue they plan to address, community assets that they can use in order to address it, and information they need to compile to move forward or determine additional needs and assets. Still working in their groups, the students will develop a list of information they need to compile, and will divide the list among group members.

Learning Activity 5: Informational Interviews

To begin, the educator will show some clips of StoryCorps interviews that have been animated. The students will think about good and bad interview techniques and questions included in the clips.

Clip 1: StoryCorps Icing on the Cake: A short clip with a great story, but the interviewer talks a lot of the time. Link: <http://youtu.be/jZK7rayEptw>

Clip 2: StoryCorps Q&A: A clip of a series of very interesting questions a boy with

Asperger's syndrome asks his mother. Link: <http://youtu.be/eO7sKVkMO2s>

Then, students will each work to conduct informational interviews with a partner, with the questions coming from the StoryCorps Questions generator¹. Each student will ask their partner one of the questions from the list below, and should press to ensure that they have the most information possible.

- When in your life have you felt most alone?
- What does your future hold?
- If you could interview anyone from your life, living or dead, but not a celebrity, who would it be and why?
- Where will be in 10 years?
- How has your life been different from what you've imagined?
- Was there a teacher or teachers who had a particularly strong influence on your life? Tell me about them.

The instructor will ask students to write for one minute about how they felt the experience of conducting an interview meant, then will ask for a few volunteers who would be willing to share their thoughts with the group.

Learning Activity 6: Interview Planning

The instructor will set the expectation that each student must interview someone in order to learn more about the community need that the student's group is planning to address. Due to the relatively short time constraints at play, students can conduct interviews via skype, the phone, or email although in person interviews are preferred. In their service learning groups, the students will brainstorm possible interview subjects together and begin to work on a series of interview questions that they could ask. The instructor will ask that someone from each group email him/her the potential questions and include everyone from the group on the email, so that he/she can provide feedback about the questions. In the last few minutes of class, the instructor will ask each group to review the parts of the action plan that need to be completed in the coming week.

Take Home Task: Conducting an Interview

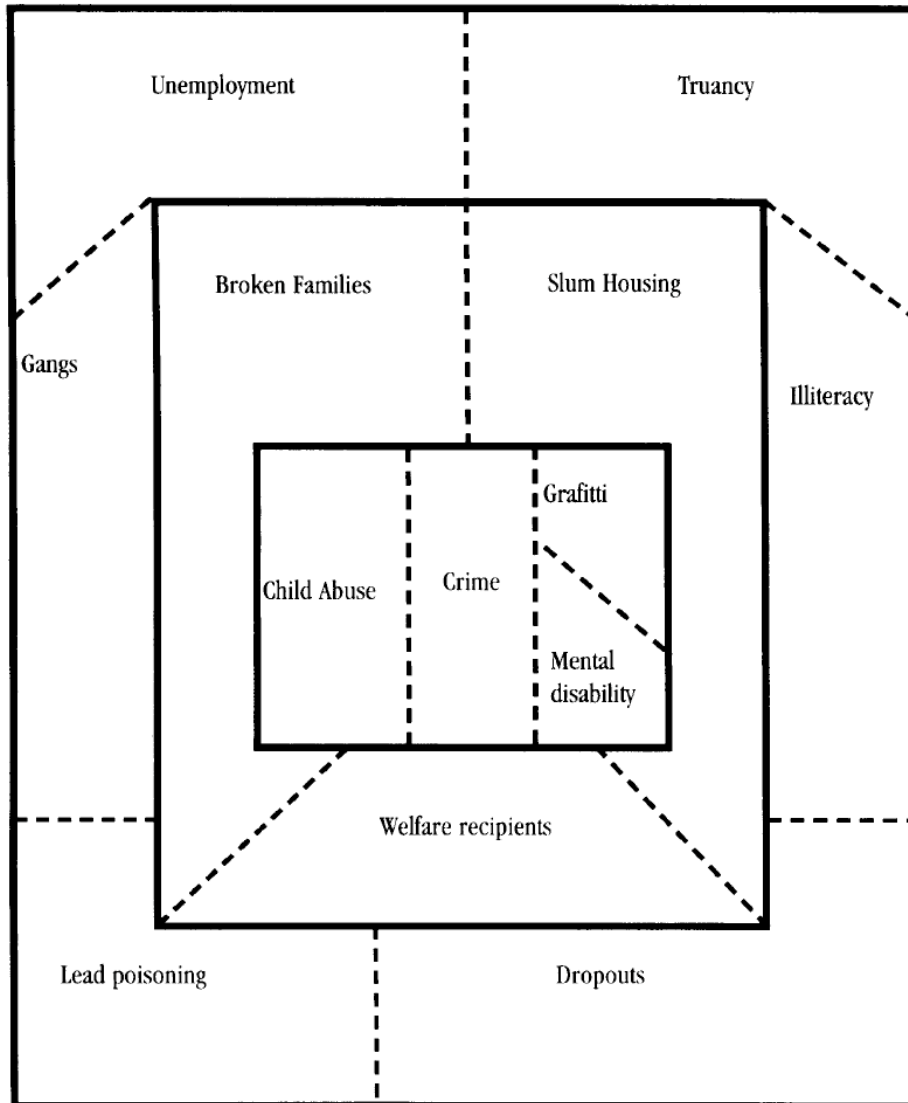
Each student will conduct an interview as part of the information-gathering phase. If there are scheduling snafus, the student can communicate that with the instructor. Additionally, students are expected to make progress on their items on the group action plan.

Reflection Prompt: Personal Assets

This week, we examined asset-based community development. What are assets that you bring to your service learning project and your group?

¹ <http://storycorps.org/record-your-story/question-generator/>. Captured 29 May 2011.

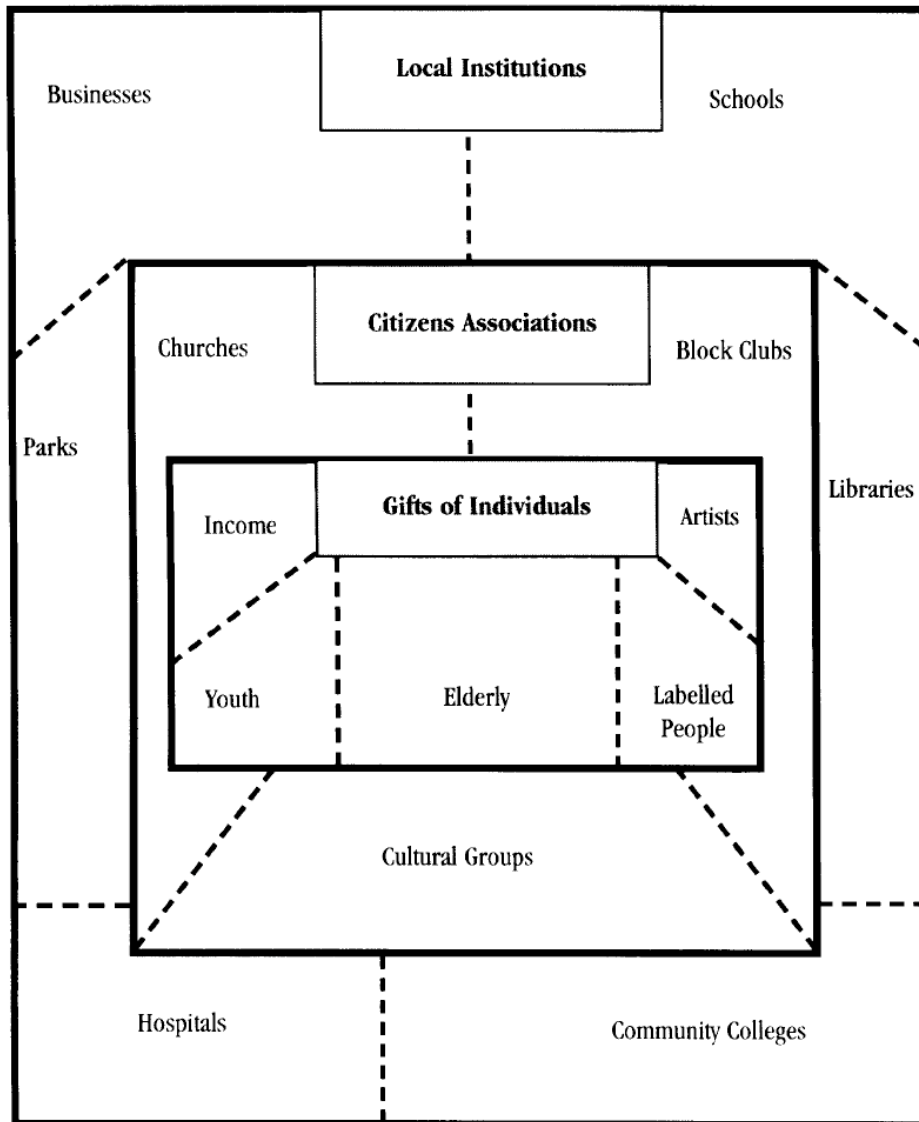
NEIGHBORHOOD NEEDS MAP



Kretzmann, J. & McKnight, J.P. (1996). Assets-based community development. *National Civics Review* 85(4), 24-29

SOURCE: Wiggins, G., & McTighe, J. (2005). *Understanding by design: Expanded 2nd edition*. Alexandria, VA: ASCD.

COMMUNITY ASSETS MAP



Kretzmann, J. & McKnight, J.P. (1996). Assets-based community development. *National Civics Review* 85(4), 24-29.

SOURCE: Wiggins, G., & McTighe, J. (2005). *Understanding by design: Expanded 2nd edition*. Alexandria, VA: ASCD.

Lesson 3: Determining Service Goals

Desired Results	
<p>Outcomes: #1: Students will understand the meaning of the term “service learning” and create projects that exemplify it. #2: Students will work collaboratively and cooperatively. #4: Students will set goals and monitor their progress in achieving them.</p>	
<p>Understanding (s)/goals Students will understand:</p> <ul style="list-style-type: none"> • Service learning projects can involve direct service, indirect service, or advocacy. • Specific plans for addressing the chosen community need may be constrained by issues of timing, resources, and other factors. • There are specific strategies that can assist groups in reaching consensus. 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> • How can we, given the constraints and timing of our project, best address our chosen community need? • How can our group come to consensus about the appropriate plan of action we should take?
<p>Knowledge and skills:</p> <ul style="list-style-type: none"> • Service learning projects can take three forms (direct service, indirect service, advocacy). • Strategies to foster group consensus. • Specific constraints involved in the timing, resources, and other factors influencing these projects. 	
Assessment Evidence	
<p>Performance Task(s): Development of an initial plan for action involving at least one of the three forms of service that addresses the community need based on research thus far. Plan should be feasible within the specific constraints of the project.</p>	<p>Other Evidence:</p> <ul style="list-style-type: none"> • Individual assessment of group service action plan as reflection prompt. • Degree to which groups utilize tools to reach consensus during discussion.
Learning Plan	
<p><u>Learning Activity 1: Confer & Share</u> Each service learning group comes together to confer about what they learned through their interviews and the steps they have completed on their action plan. Each group makes a concept map on butcher paper that illustrates what they know so far, with further information needed also included. The groups present their concept maps to the entire group so that everyone can</p>	

SOURCE: Wiggins, G., & McTighe, J. (2005). *Understanding by design: Expanded 2nd edition*. Alexandria, VA: ASCD.

understand the group's understanding of their chosen community need. To conclude, the groups will create lists of the further research they need to conduct.

Learning Activity 2: Categorizing Types of Service

Participants will be given a list of some sample service projects, taken from Kaye (2004). The educator will challenge the students to sort the project examples into as few categories as they can manage. If necessary, the educator will ask probing questions to guide students to categorize the projects by the type of service they illustrate: direct service, indirect service, or advocacy. To summarize, the instructor will ask one student to define each category. See the accompanying page for the service project examples.

Learning Activity 3: Group Decision-Making Strategies

Learning activity four will be introduced to students in a manner that highlights some of the challenges they encounter in making an initial plan of action to address their service issue. The educator will ask students to establish ground rules by which the discussions should be governed. Then, the educator will ask students to suggest strategies they can employ if they reach an impasse in their group decision-making process. The educator can supply the following strategies to the students:

- Ranked-order preference: The students can rank courses of action in order of preference and figure out what is the plan with the highest degree of preference
- Blind balloting: The students can vote by blind ballot.

Learning Activity 4: Service Action Plan

The students will work in their service learning groups to develop a service action plan, detailing the steps that they will take in order to address the community service need that they have chosen and been researching. Their action plan should include some key elements, outlined on the enclosed set of questions that will be distributed to each person. Students will be told that their action plan can take any form but that it will be used to make their funding pitch later in the unit.

Take-Home Task: Continuing Action Plans and Other Items

If the time given during the program is insufficient, the group should arrange to speak in person, over an internet chat service like g-chat, or via skype or phone to complete their action plan. If students were unable to complete the interview from last week, they should conduct it during this week. Students should email their service action plan to the instructor in order to receive feedback.

Reflection Prompt: Individual Assessment of Service Action Plan

Each student will be sent a link to an online form in which they will be asked to assess their group's plan individually. A PDF of the form is included, and the link is:

https://spreadsheets.google.com/spreadsheet/viewform?hl=en_US&formkey=dGVpeHRDSTdWazRzOEg1R3M1bzFDSXc6MQ#gid=0

Service Project Examples

1. "Developing programs to replace myths about HIV and AIDS with accurate information" (Kaye 2004, pg. 67)
2. "They decided to create a comic book character who would teach younger children to be thoughtful toward people living with HIV or AIDS" (Kaye 2004, pg. 68)
1. "A local organization relied on volunteers to prepare and deliver food six days per week to people living with HIV and AIDS Eight classes signed up on a rotating basis to cook and package the food" (Kaye 2004, pg. 70)
2. "Help cleaning cages at a [wildlife] rehabilitation center" (Kaye 2004, pg. 77)
3. "made health kits for people who have had to leave their homes because of war." (Kaye 2004, pg. 92)
4. "Made t-shirts to sell at community fairs to raise money for the Heifer Project [which] buys cows, sheep, and chickens for families around the world." (Kaye 2004, pg. 92)
5. "Students conducted interviews with people who had perpetrated or been the target of violence. Their compilation of these people's stories, *I Have Been Strong: Oral Histories on Violence*, has been given to many local agencies and schools" (Kaye 2004, pg. 93).
6. "The volunteers were placed in classrooms as reading Buddies to help students at all levels improve their skills and literature appreciation." (Kaye, 2004 pg. 108)
7. "At the senior citizen center 'Internet café,' high school students acted as Internet coaches." (Kaye 2004, pg. 113)

Service Action Plan Questions

What are your goals? How will you know you've achieved them?

Which forms will your service take:

- Direct service
- Indirect service
- Advocacy

Is your plan specific? Have you addressed how you will:

- Gather more information about your service issue?
- Share the information you gather with group members?
- Engage in service, or take steps in order to engage in service?
- Reflect and revise as you go along?

Is your action plan detailed? Does it include the following types of information?

- Specific roles and responsibilities assigned
- Deadlines by which tasks are supposed to be completed?
- Plans to share knowledge, plans, and reflections as a group?

Is your plan realistic?

- Given the time constraints of the project, can you accomplish what you have outlined in your plan?
- Are you going to be able to execute your plan within the financial constraints outlined?
- Does each group member feel they are able to complete the roles and responsibilities they have been assigned?

Is your plan collaborative?

- Did all group members contribute to the development of the plan?
- Do the roles and responsibilities assigned each person reflect their strengths, expertise, and availability to complete the project?
- Is the work equitably shared between group members?
- Did your group reach consensus about the course of action they plan to take?

Individual Assessment of Group Service Action Plan

Remember, the answers you include here will not be shared with your group members. Please be honest in your responses.

*** Required**

What is your name? *

In your own words, what are your goals and how will you know you've achieved them? *

What form(s) will your service take? *

Choose all that apply.

- Direct service
- Indirect service
- Advocacy

Is your plan specific? *

How will you continue to gather information about your service issue? How will you share this information with the rest of the group? How will you engage in service or prepare to engage in service? How will you plan to reflect and revise as you go?

Is your plan detailed? *

Are specific roles and responsibilities assigned? Are deadlines included? Are there ways in which you will share knowledge, plans, and reflections with the group?

Is your plan realistic? *

Can you accomplish your plan given the time and financial constraints of the project? Do you feel that you will be able to complete the roles and responsibilities you were assigned?

Is your plan collaborative? *

Does your plan reflect group consensus? Did everyone contribute to the development of the plan? Do individual roles and responsibilities fit with individual strengths, expertise, and availability? Is the work equitably shared among group members?

Are you excited to implement your group's service action plan?

Why or why not? *

Are there ways in which you can share some of the feedback provided here with your group? *

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Lesson 4: Making the Case

Desired Results	
<p>Outcomes: #2: Students will work collaboratively and cooperatively. #5: Students will evaluate their work and revise when necessary. #6: Students will deliver effective oral presentations.</p>	
<p>Understanding (s)/goals Students will understand:</p> <ul style="list-style-type: none"> • Basic information needed to create a simple budget. • Components of a persuasive argument include the ability to address counterarguments and foresee and address questions. • Synthesis of information and choice of essential points are necessary to the development of a short elevator pitch. 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> • Does our service action plan align with our budget? • How can my group make the best possible case for our service project? • How do we select which key pieces of information should be included in our elevator pitch?
<p>Knowledge and skills: Students will be able to:</p> <ul style="list-style-type: none"> • Identify key elements of a simple budget worksheet and use it as a template to develop their own proposed project budget. • Think critically about their service issue and plan for action in order to identify and address possible counterarguments to their knowledge and ideas. • Define an elevator pitch and examine a real-world example in order to distinguish key characteristics. • Synthesize the information they have gathered on their service issue and plans to address it into a short presentation similar to an elevator pitch. 	
Assessment Evidence	
<p>Performance Task(s): Students synthesize and summarize their knowledge and ideas to develop a presentation that includes the key elements in the student-created rubric.</p>	<p>Other Evidence:</p> <ul style="list-style-type: none"> • Students generate budgets for their service action plans. • Students identify likely counterarguments to their ideas and plan to address them. • Students identify key elements of a successful elevator pitch.
Learning Plan	

Learning Activity 1: Budgeting

The students are presented with a sample project budget that includes materials, itemized expenses, etc. Using the example as a model and with access to computers, students will create their own budgets to account for how they plan to spend their \$100 grant. The example budget is included.

Learning Activity 2: Addressing Counterarguments

Using butcher paper, students will each be presented with an argument that they should be able to come up with one or more counterarguments for. The students will present their argument and counterargument to their group-mates. Then, as a whole group, the students will discuss how anticipating and addressing counterarguments makes their presentations stronger. The statements that students should counter-argue include:

- If there is a problem I know I cannot possibly solve, I should not attempt to.
- It is not important for adults to understand youth culture.
- The internet cannot be trusted as a reliable source of information.
- Success in school is determined by grades and test scores alone.
- Voting in local, state, and federal elections is not important.

Learning Activity 3: The Elevator Pitch

Students will watch a brief elevator pitch competition winner video on YouTube, in which a business school student proposes a business in which female software developers will design iPhone apps for female customers. The students will watch the clip (link here: [http://youtu.be/dqjEE-g -Uc](http://youtu.be/dqjEE-g-Uc)) a few times in order to pull out the key features of the pitch.

The educator will ask probing questions to ensure that students address the following:

- Simple language used to explain the idea.
- Addressing financial considerations.
- Using evidence to support claims.
- Use of a hook at the beginning of the presentation.
- Memorable closing remark.
- Short time frame of about one minute and thirty seconds.

Using the information they have generated, the students will develop a rubric for successful pitches. The rubric will also address student responses to questions they receive and address after they deliver their pitch.

Learning Activity 4: Synthesizing, Summarizing, and Pitching

Students will choose which information they want to include in their pitch and how they want to present it. Students will have access to computers to view other examples of elevator pitches and can work to develop and practice their pitch.

Take-Home Task: Perfecting the Pitch

Students will work in groups to continue to refine their pitches and anticipate and figure out how to address questions and counterarguments during their presentations in preparation for mock presentations the following week. Students will also prepare their budgets to distribute during the mock presentations.

Reflection Prompt: Applying Pitches

How might you use the elements of making successful pitches in other areas of your life?

Budget Example

The project that is budgeted below was an advocacy and indirect service project in which students planned an activity to do in their classrooms at school that related to the annual school-wide food drive. When interviewing the food bank's employees, students discovered that the food bank needed specific foods more than others and that donations were needed year-round instead of once a year.

The students planned a presentation to their class about the food bank's needs and had students create reusable tote bags that could be used every time the students went to the grocery store with their families. The class also made accompanying shopping lists so that students could remember to purchase the most-needed items. The food bank provided bins so that the class could collect food all semester, and the class tracked the amount of food collected over time. They celebrated with a party at the end of the semester, complete with refreshments.

Initially, the students thought they would be able to solicit donations from local arts and crafts supply stores to help subsidize the cost of the materials for the tote bags and shopping lists, but were ultimately unable to do so.

	Proposed	Actual
Income		
Service Learning Grant	\$100.00	\$100.00
Material Solicitation	\$30.00	\$-
Total Income	\$130.00	\$100.00

Expenses		
Tote Bags	\$50.00	\$43.87
Decorations for Bags	\$30.00	\$19.99
Paper for Shopping Lists	\$3.00	\$1.97
Markers for Shopping Lists	\$17.00	\$18.96
Refreshments	\$27.00	\$12.34
Total Expenses	\$127.00	\$97.13

Net Income	\$3	\$2.87
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Lesson 5: Practicing and Revising Pitches

Desired Results	
<p>Outcomes: #2: Students will work collaboratively and cooperatively. #5: Students will evaluate their work and revise when necessary. #6: Students will deliver effective oral presentations.</p>	
<p>Understanding (s)/goals Students will understand:</p> <ul style="list-style-type: none"> • Expectations for successful presentations. How their presentation met or did not meet expectations. • Revisions needed to their presentations to be most successful. 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> • Is my group’s presentation successful? • How can we utilize self and peer assessment to be more successful?
<p>Knowledge and skills: Students will be able to:</p> <ul style="list-style-type: none"> • Practice making a formal presentation and responding to critical questioning. • Use a rubric to assess their group and peers. • Receive and respond to assessment from peers. • Critically self-assess their group’s presentation. • Revise their presentation based on assessment feedback. 	
Assessment Evidence	
<p>Performance Task(s): Students will make their presentations and self-assess whether they met the expectations outlined in the rubric.</p>	<p>Other Evidence:</p> <ul style="list-style-type: none"> • Peer feedback in rubric format • Reflection responses about experience with mock presentation and self-assessment
Learning Plan	
<p><u>Learning Experience 1: Rubric Review</u> Students will briefly review the presentation rubric they developed during the last lesson and will have an opportunity to ask questions to ensure they understand how to use it to self- and peer-assess.</p> <p><u>Learning Experience 2: Mock Presentations</u> Each group will present to the whole group, and will respond to critical questioning from peers. Following each presentation, there will be five minutes of clarifying questions following the presentation. Then, every student will assess the presentation using the rubric.</p>	

Learning Experience 3: Begin to Revise

If time is left, service groups will meet to begin to process the feedback they received and begin to revise their presentations in preparation for the formal presentations during the next lesson.

Take-Home Task: Continue Revising & Practicing

Using the feedback they received, students will continue to revise their presentations and practicing their delivery.

Reflection Prompt: The Experience of Receiving Feedback

How was the experience of doing a mock-presentation and receiving peer assessment? How, if at all, was your self-assessment different from the peer assessments you received?

Lesson 6: Formal Presentations

Desired Results	
<p>Outcomes: #2: Students will work collaboratively and cooperatively. #6: Students will deliver effective oral presentations. #7: Students will take action around the social action issue of their choice.</p>	
<p>Understanding (s)/goals Students will understand:</p> <ul style="list-style-type: none"> • How to utilize assessment feedback to revise their work. • How to synthesize and evaluate feedback in order to make effective changes. 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> • Can I make a formal presentation? • How can I use what I have learned to present my arguments effectively?
<p>Knowledge and skills: Students will be able to:</p> <ul style="list-style-type: none"> • Synthesize their knowledge, information gathered, and assessment feedback into a professional and polished short presentation. • Respond to critical questioning in a formal setting. • Receive formal assessment about their presentation. 	
Assessment Evidence	
<p>Performance Task(s): Students will complete their formal presentations and receive assessments from the panel of professionals they are presenting to.</p>	<p>Other Evidence:</p> <ul style="list-style-type: none"> • Student reflection prompts self-assessing the formal presentations. • Approval of grant to complete service project presented.
Learning Plan	
<p><u>Learning Experience 1: Formal Presentations</u> Each service group will make formal presentations to a panel of professionals and/or stakeholders in the projects or sponsoring agency. The students will present their revised pitches and budget worksheets and will respond to critical questions from the panel. At the conclusion of each group’s presentation, the panel will either approve the grant funding or will make specific recommendations for revision of the proposals.</p> <p><u>Take-Home Task: Revision and/or Service Commencement</u> If groups make presentations of projects that are not approved for grant funding, they will have the opportunity to revise their presentations and present again the following week outside of the regular meeting time of the informal learning group. If grant proposals are approved, students will begin to implement their projects.</p>	

SOURCE: Wiggins, G., & McTighe, J. (2005). *Understanding by design: Expanded 2nd edition*. Alexandria, VA: ASCD.

Reflection Prompt: Self-Assessment

How was the experience of making the formal presentation? Which parts of the presentation went well and which would you change for the future?

Lesson 7: Implementing Service Projects

Desired Results	
<p>Outcomes: #2: Students will work collaboratively and cooperatively. #4: Students will set goals and monitor their own progress in achieving them. #5: Students will evaluate their work and revise when necessary. #7: Students will take action around the social action issue of their choice.</p>	
<p>Understanding (s)/goals Students will understand:</p> <ul style="list-style-type: none"> • The importance of reflection and revision to the implementation of service learning. • Steps they can take to ensure positive group dynamics within their service group. 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> • How can our group’s service action plan shift through a process of reflection and revision as we begin to engage in service? • How can I individually ensure that my group functions optimally?
<p>Knowledge and skills: Students will be able to:</p> <ul style="list-style-type: none"> • Take steps to maintain or promote positive dynamics within their service group. • Engage in reflection about the service project they are engaged in. • Revise their service action plan in response to their service experiences as necessary. 	
Assessment Evidence	
<p>Performance Task(s): Students revise their service action plans in response to their experiences so far. Revised plans are submitted to the educator.</p>	<p>Other Evidence:</p> <ul style="list-style-type: none"> • Student reflection responses regarding their grade for group dynamics. • Group posters reflecting upon service work completed thus far.
Learning Plan	
<p>The students will take a week off from meeting in order to have more time to implement their service projects. However, they will still individually complete two reflection prompts during the week without the formal meeting.</p> <p><u>Reflection Prompt 1: Grading Your Group</u> If you could give a letter grade (A, B, C, D, or F) to the way your service group has been interacting and functioning, what would the letter grade be and why?</p> <p><u>Reflection Prompt 2: Challenges and Successes so Far</u> What, if any, challenges have you encountered as you begin to implement your service</p>	

learning project? What successes have you experienced? How might these challenges and successes shape how you continue to approach your service work?

Learning Experience 1: Group Reflection

In service groups, the students will create a poster that summarizes their experiences so far in response to the following questions:

- What impact is our service having?
- Are we making a difference?
- Are there unintended consequences to the work we are doing?
- If we think ahead to the end of our project, will we have made the impact we thought we would make at the beginning?
- If the people impacted by our service project were talking about our service, what would they say?

Each service learning group will share what they found with the larger group.

Learning Experience 2: Group Dynamics

As a whole group, students will set expectations to encourage honest communication in their service learning groups to resolve group tensions and discuss dynamics within the groups. After agreeing to adhere to the expectations they have determined, each small group will meet to resolve any conflicts or tensions within the group, ensure that work is being done equally, and, if they are comfortable, share the grade each individual gave the group in the previous week's reflection prompt. The instructor will float among the groups, spurring discussion when necessary.

Learning Experience 3: Revising Service Action Plans

Groups will consider their action plans item by item and will consider the following questions:

- What parts of our action plan are working well? How can we expand these successful elements?
- What parts of our action plan is more challenging than we anticipated? How can we think creatively to address these challenges?
- How could our plan change in response to our experiences so far?
- Are our planned changes going to positively contribute to our service goals?
- What knowledge and information do we still need in order to implement our revised service projects?

Students will create revisions to their service action plans and will submit them to the educator.

Take-Home Task: Continue Service Projects

Students should continue to engage in their service projects, taking the steps necessary to modify their action plans if they decided to do so.

Reflection Prompt: Continued Reflection and Revision

How can your group continue to reflect and revise as the process of implementing your service learning project continues?

Lesson 8: Wrapping Up Service

Desired Results	
<p>Outcomes: #2: Students will work collaboratively and cooperatively. #4: Students will set goals and monitor their own progress in achieving them. #5: Students will evaluate their work and revise when necessary. #6: Students will deliver effective oral presentations. #7: Students will take action around the social action issue of their choice.</p>	
<p>Understanding (s)/goals Students will understand:</p> <ul style="list-style-type: none"> • The importance of reflection and revision to the implementation of service learning. • They can use their experiences to think critically about what they would do differently. • Telling the story of their work can take many forms. 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> • How can we use reflection to shape how we evaluate and present our work? • What is the best way to demonstrate what we have learned and accomplished? • Do we ever stop the process of reflection and revision?
<p>Knowledge and skills: Students will be able to:</p> <ul style="list-style-type: none"> • Engage in reflection and revision upon the conclusion of their project and use these processes to select important pieces of their work to share with the group. • Think critically about their projects and identify changes they would make if they had the opportunity to repeat the process. • Synthesize their experiences in order to present what they have learned and accomplished. 	
Assessment Evidence	
<p>Performance Task(s): Students reflect on their experiences and choose a method or methods with which they want to showcase their work.</p>	<p>Other Evidence:</p> <ul style="list-style-type: none"> • Student reflection responses regarding the impact of the project. • Student ideas about what they would change about their project if it was done over. • Student comments on why showcasing work is important.
Learning Plan	
<p>The students will take a week off from meeting in order to have more time to implement their service projects. However, they will still individually complete two reflection prompts</p>	

SOURCE: Wiggins, G., & McTighe, J. (2005). *Understanding by design: Expanded 2nd edition*. Alexandria, VA: ASCD.

during the week without the formal meeting.

Reflection Prompt 1: Reflection and Revision

If your group revised their service action plan, how have the changes your group implemented been successful? What challenges have come up? If your group did not revise their plan, how might you revise your plan now?

Reflection Prompt 2: Storytelling

What is a story you can tell about your service project that conveys something important about the experience?

Learning Experience 1: Group Reflection

Each group will meet together and reflect on two of the following choices:

- What has your service learning project accomplished? How have you made a difference?
- If you had unlimited time and resources, how would you expand or change your service learning project?
- How realistic were the goals and deadlines you initially selected for your service action plan?
- How have you been responsive to new knowledge that you acquired in the process of completing your service project? Could you have obtained this knowledge in some way at the outset of the project?
- How has working in a group shaped your service learning project? How would the experience have been different if you had to complete the project individually?

Then, each person will pair with a member of a different service learning group and share what their group discussed.

Learning Experience 2: Showcasing Your Work

The whole group will view two examples of ways in which people showcase the service learning projects they have completed.

Clip #1: Final Service Learning Project Video detailing work an eco-club did to enhance recycling at their school. Mostly used photos with some text. <http://youtu.be/tSOuWlzf4zw>

Clip #2: MatE Service Learning Project Video detailing work engineering students at Cal Tech did to create a shade structure for a farm that teaches people with mental health disorders. <http://youtu.be/IOCGqJKAfvc>

Service Learning Project Website: Business students blog about their service learning projects as an example of a blog to showcase the work.

<http://community.globeuniversity.edu/students/?tag=service-learning-project>

Then, the group as a whole will brainstorm other ways that service learning groups can showcase what they have accomplished. The instructor can supplement what the students suggest with some other ideas, including:

- Videos
- Facebook pages
- Powerpoint or prezzi

- Pictures (art, photographs)
- Storytelling
- Statistics/Facts
- Testimonials
- Written essay

Then, the entire group will discuss this question: Why is it important to showcase what you have learned and accomplished?

Learning Experience 3: Making a Plan to Showcase

The students will each be given a checklist of the points they need to address in some way in their showcase. Then, each service learning group will plan to showcase their group's learning and accomplishments, using a format that best shows what they know and did. The students will begin to work on putting together their showcases.

Learning Experience 4: Invitations to the Community

Each service learning group will use the remaining time to create invitations to their showcase for anyone from the community they want to invite: family members, friends, people they partnered with in their projects, people impacted by their projects, community members, teachers, etc. The groups can make invitations in a variety of formats, include evites, paper invitations and facebook events.

Take-Home Task: Continue Working on Showcase & Invite

Groups will continue to put together their showcases and will distribute invitations.

Reflection Prompt: Impact

How has this service learning project impacted you?

Showcase Checklist

Your showcase should last between five and ten minutes.

You need to cover the following:

- Brief overview of your project.
- What you learned through the experience.
- Challenges you encountered through the experience.
- What impact your service project had.
- Potential next steps to take in continuing to address this social action issue.
- Names of people interviewed as part of the project.

If applicable, your showcase should also include the following:

- Any major budget changes.
- Donations received, including names of donors.
- Community partners.
- Individuals who provided advice or otherwise shaped your project.
- Citations.

Lesson 9: Showcase Practice and Wrap-Up

Desired Results	
<p>Outcomes: #2: Students will work collaboratively and cooperatively. #4: Students will set goals and monitor their own progress in achieving them. #5: Students will evaluate their work and revise when necessary. #6: Students will deliver effective oral presentations.</p>	
<p>Understanding (s)/goals Students will understand:</p> <ul style="list-style-type: none"> • The steps they need to take to revise their showcase. • Any steps they need to take to conclude the unit. 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> • How can our showcase best demonstrate what we have accomplished? • What information does the instructor need to know as the unit concludes?
<p>Knowledge and skills: Students will be able to:</p> <ul style="list-style-type: none"> • Practice their showcase, receive feedback from the instructor, and make revisions. • Conclude the unit in conversation with the instructor. 	
Assessment Evidence	
<p>Performance Task(s): Students will perform a practice showcase for the instructor, receive feedback, and revise as necessary.</p>	<p>Other Evidence:</p> <ul style="list-style-type: none"> • Student reflection responses regarding the things the instructor could do differently. • Conversation about the experience with the instructor,
Learning Plan	
<p>There will be no regular weekly meeting. Instead, groups will set up appointments with the instructor.</p> <p>Learning Experience 1: Showcase Practice Students will perform their showcase for the instructor, receive feedback and prepare to revise as necessary.</p> <p>Learning Experience 2: Wrap-Up Conversation The instructor will conduct a conversation with the group designed to conclude the unit. This is a time for the instructor to check on service project progress, ensure that the project concluded as planned, resolve group conflicts and help the group to reflect on the experience.</p>	

SOURCE: Wiggins, G., & McTighe, J. (2005). *Understanding by design: Expanded 2nd edition*. Alexandria, VA: ASCD.

Take-Home Task: Groups continue to revise their showcases.

Reflection Prompt: What are you left wondering as this unit concludes? What could the instructor have done differently?

Lesson 10: Showcasing the Work

Desired Results	
<p>Outcomes: #2: Students will work collaboratively. #4: Students will set goals and monitor their own progress in achieving them. #6: Students will deliver effective oral presentations.</p>	
<p>Understanding (s)/goals Students will understand:</p> <ul style="list-style-type: none"> • The impact of their project. • The importance of showcasing their work. 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> • What did we accomplish? • Why are our accomplishments relevant and important?
<p>Knowledge and skills: Students will be able to:</p> <ul style="list-style-type: none"> • Present their work to each other and community members. • Celebrate their work. • Reflect on what they have accomplished and what they would change for the future. 	
Assessment Evidence	
<p>Performance Task(s): Students present their work in the showcase format of their choice.</p>	<p>Other Evidence:</p> <ul style="list-style-type: none"> • Student comments and responses as the experience draws to a close.
Learning Plan	
<p><u>Learning Experience 1: Showcases</u> Each group will present their showcase.</p> <p><u>Learning Experience 2: Celebrating</u> Students and community members will informally celebrate the students' work and accomplishments.</p>	

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