

Student service ... Service Learning is a teaching method that combines meaningful service to the community with curriculum-based learning.

PREPARATION – provides the student the opportunity to identify and select a project. This beginning stage helps in identifying needed skills, resources, and knowledge necessary to make a meaningful contribution.	ACTION – the point at which direct, indirect or advocacy activities are conducted. Students learn to focus on the needs of others, to put one’s own experiences in context, and to apply academic skills in real life settings.	REFLECTION – enables the student to share experiences through discussion and/or writing, to learn from those experiences, and to absorb the value of the volunteer experience.
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PREPARATION AND ACTION

There are three kinds of actions that may be included in hours of service learning:

Direct Service is working with another individual face-to-face to help him or her. This could involve volunteering your time to coach or referee sports, or visiting an elderly person at a nursing home, or tutoring peers or younger students.

Indirect Service is channeling resources to address a community need or problem. Think of yourself as a “behind-the-scenes volunteer” who may not come in contact with the person or groups you are helping. Indirect activities could include participating in walk-a-thons, beautification projects in your school or community, fund-raisers, etc.

Advocacy is the work of citizenship. To advocate is to persuade people to act in a new way or to change the way they think about an existing situation. Examples include circulating a petition, writing a letter to an editor, or distributing information to have others become aware of something. Advocacy projects can be undertaken by a group or by individuals.

1. How did you plan or prepare for your project? How much time did you devote to planning?
2. How did your project meet a recognized community need (in areas of health, education, environment, and/or public safety) e.g. homelessness, literacy? Explain your project identifying if the action was direct service, indirect service, or advocacy. What did you do to help meet this need?

REFLECTION

3. How did your project relate to your courses in school? What academic skills did you use to prepare for, carry out, and reflect on the project? e.g. research skills, writing, math
4. How did you reflect throughout the service-learning experience, e.g. journaling, exit meeting with the organization? How much time did you spend on reflection?
5. How has this project made you a more informed and responsible citizen?
6. What partnership did you develop while doing this project? e.g. Red Cross, Park Service
7. What knowledge and skills about community needs, causes, and active civic engagement did you gain that would help you in the future?

Students: Please complete and return to your Service Learning Advisor to receive credit, preferably in the same calendar year as the service was performed. (If you have any questions, contact the Service Learning Advisor at your high school.)