

WHAT IS SERVICE-LEARNING?

Service-Learning is a method under which students learn and develop through active participation in thoughtfully organized service experiences that help meet actual community needs, are coordinated and collaborated with school and community organizations, and integrated into academic curriculum. Service-Learning provides structured time for reflection and opportunities to use newly acquired skills outside the classroom. It enhances what is taught in schools by extending learning beyond the classroom.

National and community Service Act of 1990

Community Service

The act of doing service or good work, without pay, in the local or campus community.

Examples:

- Picking up garbage in a local park
- Helping an elderly neighbor shop for food
- Helping a young child learn how to read

Service-Learning

Service-learning is the act of doing good service and learning in the local or campus community. There are four things students do to enhance their service and their learning:

Prepare!

Learn about the community and the project
Identify your service goals and learning goals

Serve!

Perform the service work

Reflect!

Think, write, and talk about the service and the learning

Assess!

Assess your service goals and learning goals; what did you do, what did you learn?

Reflection and Service-Learning

Reflection is the act of reviewing events with an eye for extracting meaning. It is a quintessential human activity, grounded in the idea that our actions are guided by reason and free will and that our experiences can and should be mined for information, both factual and emotional, that we can use to shape our future actions, goals and beliefs.

The 4 C's of Reflection

Continuous

Increasing in depth and complexity:

- Before service
- During service
- After service

Connected

- How is the service connected to your learning?
- How is the service connected to your personal development?
- How is the service connected to your community?

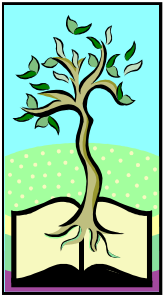
Challenging

- Does the reflection push us to think, explore, and feel in new ways?

Contextualized

- Is the reflection appropriate to the setting, course, or program?
- Does the reflection push us to think, explore, and feel in new ways?





Generating Reflection

How do we help students to develop new understanding, skills, and knowledge from their service experience?

Speaking:

- One-on-one conferences with teacher/leader
- Whole class discussion
- Small group discussion
- Oral reports to group
- Discussions with community members or experts on an issue
- Public speaking on project for parents, teachers, school board, etc.
- Teach material to younger students
- Testimony before policy making bodies

Writing:

- Essay, expert paper, research paper, final paper
- Journal or log– kept daily, weekly or after each service experience
- Case study, history
- Special project report
- Narrative for a video, film, or slide show
- Guide for future volunteers/participants
- Self-evaluation or evaluation of program
- Newspaper, magazine and other published articles

Multimedia:

- Photo, slide or video essay
- Painting, drawings, collages, etc.
- Dance, music or theater presentations

Activities:

- Gather information needed to serve or understand a project
- Surveys or field based research
- Simulation or role playing
- Conference or workshop presentations
- Plan a training session for other students, program leaders
- Recognition and celebration programs
- Plan new future projects
- Recruit peers to serve
- Allocate program budget

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