

semester of service strategy guide

Revised for
2010
with
New resources
and tools!





seasonsofserviceplanningcalendar

For additional events and dates, see Global Youth Service Day Toolkit www.GYSD.org

“people ...should be involved in practical affairs to improve both the larger society and the lives of individuals”
-- Martin Luther King Jr.

“everybody can be great because everybody can serve”
-- Martin Luther King Jr.

november 2009

American Indian Heritage Month

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21 Family Volunteer Day
National Hunger and Homelessness Awareness Week						
22	23	24	25	26	27	28
National Family Week						
29	30					

december 2009

National Drunk and Drugged Driving Prevention Month

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
		1 World AIDS Day	2	3	4	5
6	7	8	9	10 Human Rights Day	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

january 2010

National Mentoring Month

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
No Name Calling Week						

february 2010

National Black History Month

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
Random Acts of Kindness Week						
21	22	23	24	25	26	27
28						

march 2010

National Nutrition Month & National Woman's History Month

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
	1	2 Read Across America Day	3	4	5	6
7	8 International Women's Day	9	10	11	12	13
14	15	16	17	18	19	20
21	22 World Water Day	23	24	25	26	27
28	29	30	31 Cesar Chavez Day of Service and Learning			

april 2010

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22 Earth Day	23	24
National Volunteer Week						
25	26	27	28	29	30	

may 2010

Asian/Pacific American Heritage Month

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
						1 Join Hands Day
2	3	4 National Teacher Day	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23/30	24/31	25	26	27	28	29

june 2010

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
		1	2	3	4	5 World Environment Day
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			



notes

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section I: introduction

about youth service america

Youth Service America (YSA) improves communities by increasing the number and the diversity of young people, ages 5-25, serving in substantive roles. Founded in 1986, YSA supports a global culture of engaged youth committed to a lifetime of service, learning, leadership, and achievement. To learn more, visit www.YSA.org.

YSA's goals are to:

Engage children and youth as volunteers, as academic achievers, and as community leaders.

Educate young people, teachers, community organizations, media, and public officials in the power of youth as problem solvers.

YSA programs and resources that support a Semester of Service include:

Global Youth Service Day (GYSD), an annual campaign that celebrates and mobilizes the millions of children and youth who improve their communities each day of the year through service and service-learning. Established in 1988, GYSD is the largest service event in the world and is now celebrated in over 100 countries. To learn more, visit www.GYSD.org.

GoToServiceLearning.org, a new YSA web-based resource featuring best-practice service-learning lesson plans developed and piloted by service-learning teachers and their students. GoToServiceLearning.org enables you to use search categories to find service-learning examples in specific curricular areas to assist you in your own planning, and provide you with practical ideas and additional resources. Visit www.GoToServiceLearning.org.

Get Ur Good On, an online network of youth supporting each other in their mission to do "good" in their communities. Founded by Miley Cyrus in 2009, Get UR Good On engages celebrities, multimedia platforms, special events, and opportunities for grants and awards for children and youth. To join this online community, visit www.GetUrGoodOn.org.

Grants and Awards, to support and motivate youth, educators, service-learning coordinators, and community-based organizations for service and service-learning initiatives.

Resources, free materials updated annually, including project planning guides, tip sheets, and talking points that support service and service-learning. Available online, examples include: *Global Youth Service Day Planning Tool Kit*, and *First Responders: Youth Addressing Childhood Obesity Through Service-Learning*.

National Service Briefing (NSB), a weekly email publication highlighting up-to-date information such as effective practices, funding, awards, legislation, corporate initiatives, and calendar events. To sign up, visit www.YSA.org.

about the semester of service strategy guide



The **Semester of Service** Strategy Guide was developed to help teachers and others working with youth to develop and implement a high-impact, strategic plan of action to engage young people in serving and learning in their communities. Semester-long service-learning projects that include research, planning, action, relationship-building, leadership development, reflection, and opportunities for young people to share what they have done and learned will enable them to commit to solving some of the most important and challenging issues facing our world.

Using this strategy guide, you will be able to guide youth through a semester of service-learning that includes at least 70 hours of youth engagement with:

- authentic, sustainable, and long-term service goals designed to make a significant community impact; and
- related, intentional academic or curricular goals designed to help young people learn.

The activities introduced in this guide are suggestions; YSA hopes that you will find some or all of them useful to your own planning process. They have been designed to help you align your project planning with the *K-12 Service-Learning Standards for Quality Practice*, and to help you assess your development as a service-learning practitioner. YSA recommends that you use this **Semester of Service** Strategy Guide as a companion to the **Semester of Service** Planning Calendar and Poster (available at www.semesterofservice.org), and the Global Youth Service Day Toolkit (available at www.GYSD.org).

The YSA staff is ready to consult with you, to help you apply the model and standards to your program; please contact us at semester@YSA.org.

Educator/Facilitator Pages, and Student/Children/Youth Pages

In the preparation of this guide, Youth Service America addresses two audiences: educators, and students.



Educator/Facilitator pages are marked with a book, and include background materials, research-based commentary, and teaching strategies. Use these pages to guide the development of your lesson plans for your **Semester of Service**.



Student/Children/Youth pages are marked with a pencil, and include planning pages and tip sheets designed especially for student use. Reproduce these pages to give to your students to help them meet the various learning and service goals of their **Semester of Service**.

In the preparation of this guide, Youth Service America gratefully acknowledges contributions from Shelley Billig, Cathryn Berger Kaye, Kate McPherson, and a wonderful group of YSA grantees and excellent service-learning practitioners whose examples appear throughout.



imagine a semester of service...

- The Yvonne Learning Center in Little Haiti, Florida serves a small population of predominantly Haitian American K-12 students. Supported by a service-learning grant from Youth Service America, 40 students at the center launched a semester-long service-learning program on Martin Luther King, Jr. Day of Service, 2009 by planting a vegetable garden. Over the course of their **Semester of Service**, the students worked with an AmeriCorps Vista volunteer, tending to their garden and watching it flourish. They became advocates and educators, as they learned about agriculture, the environment, and healthy eating, and shared what they were learning with their peers at the school. The students celebrated their garden on Global Youth Service Day in April. The school was so pleased with the outcomes of the experience that they planned a larger landscaping project for the following school year, turning their entire campus into a learning lab.

- Students in a special education program at Northeast Middle School in St. Paul, Minnesota, volunteered at Feed My Starving Children, an organization that ships meals to more than 60 countries around the world. The students became so excited about their efforts to help their community, that they approached their teachers and asked what more they could do. The school's service-learning coordinator engaged the students in a **Semester of Service**, during which they created "Project Save A Life". Students studied poverty in America and abroad, learning about culture and the economic challenges affecting many all over the world. They organized fundraisers to raise money for Feed My Starving Children. They created their own brochures about poverty and hunger to teach their peers, families, and teachers about these issues, giving them the opportunity to get involved as well. Learning and serving throughout the semester, these students made a significant impact on the global community.

what is a “semester of service?”



Share this information with administrators, teachers, parents and community partners, to build support for your

Semester of Service project.

Youth Service America’s **Semester of Service** links prominent national service events - such as Martin Luther King, Jr. Day of Service and Global Youth Service Day - through an extended service-learning framework of at least 70 hours. Young people ages 5-25 spend the “semester” addressing a meaningful community need connected to intentional learning goals and/or academic standards. Throughout, the teacher or facilitator supports the emergence of “youth voice” as young people guide the process. YSA provides **Semester of Service** school-based and community-based participants with tools, resources, and support through grants, planning guides, training and technical assistance, and ongoing consultation.

Youth Service America (YSA) encourages you to launch your **Semester of Service** project on Martin Luther King Day of Service (MLK) (January 18, 2010) and culminate or celebrate your efforts on Global Youth Service Day (GYSD) (April 23-25, 2010).

Consider recognizing other program-relevant periods as teaching moments to enhance your issues-based learning and service activities. Other dates to keep in mind include African American History Month, Women’s History Month, Read Across America Day, César Chávez Day, World Health Day, Earth Day, and Malaria Day. Or, you could add in other national days of service to plan a fall “semester” or to extend your Semester of Service year-round, by including the September 11 National Day of Service and Remembrance, National Make a Difference Day, and Family Volunteer Day. For more dates and ideas, please see the Seasons of Service Calendar in the Additional Resources section of this guide, on pages 63-66.



what is service-learning?

Service-learning is a teaching and learning strategy integrating meaningful service with academic study and reflective practice to enrich learning, build civic engagement, and strengthen communities.

Why is service-learning important?

Engaging young people in activities they find especially relevant, service-learning supports student learning, achievement, and workplace readiness, as youth work to improve communities. While service-learning can happen in a school or organizational setting, authentic service-learning must provide links to academic content, standards, and/or learning outcomes. When it is implemented within a school setting, service-learning has the potential “to address each of the underlying causes of low graduation rates, while incorporating the strategies most recommended for preventing students from dropping out.”¹

What does service-learning look like?

Service-learning projects can involve direct action, indirect action, or advocacy:

- **Direct Service:** students respond to a community need by interacting with and impacting the service recipient or site (for example, students prepare food for people in need)
- **Indirect Service:** students build infrastructure or capacity to respond to the community need (for example, students pack food boxes at the local Food Bank)
- **Research and Advocacy Service:** students find, gather and report on information to raise awareness of a problem and/or advocate for change in the condition underlying the community need (for example, students meet with elected officials to urge support for additional food subsidy for low-income families)

¹ Bridgeland, John M., John J. Dilulio, Jr. and Stuart C. Wulsin, *Engaged for Success: Service-Learning as a Tool for High School Dropout Prevention*. Civic Enterprises in association with Peter D. Hart Research Associates for the National Conference on Citizenship, April 2008.

community service, service-learning, and semester of service



“Community service is the highest calling that any child or adolescent can answer while growing up. It establishes the young person’s place in the world, gives a sense of value and efficacy beyond the immediate family, and bestows power that only comes from being an actor and not a recipient.

Through service-learning, such service is combined with intentional learning. Young people begin to find their authentic voice on a particular issue, giving them the integrity to take action in new ways, and asking them to consider their impact through the process of reflection.

The vast majority of times, this process of service-learning will stimulate the classic question, “what’s next?” and drive them to deepen their relationship and commitment to solving the problem. In a **Semester of Service**, service-learning students tackle an issue that is important to them, and do so with intensity and duration over weeks and months. The framework of Martin Luther King, Jr. Day and Global Youth Service Day adds reinforcement that the students are part of a larger, historical movement of social justice, with young people around the world leading the way.”

– Steve Culbertson, President and CEO, Youth Service America

To facilitate the development of a shared vision for the **Semester of Service**, it is important that all participants – students, teachers, administrators, community partners, and parents – share a common understanding of the language and terminology of community service, service-learning, and **Semester of Service**.

Community Service:

Example:

Young people are asked to prepare and serve a meal at a local homeless shelter.

The community service activity:

- responds to a community need
- is most often structured as a single event or day of service
- may or may not involve young people in the planning
- does not provide an intentional reflective element
- can be seen as a gateway opportunity that can lead to a lifetime of service

Service-Learning:

Example:

Youth research homelessness in their community and contact local homeless shelters and organizations to learn about what services they provide. They decide together on a service project, and begin to plan and prepare a meal that they will serve at a local homeless shelter. During the process, they meet social studies, mathematics, health and language arts academic or curricular goals. Throughout the project, students reflect on their experiences.

At the conclusion of the project, students write poems describing what they have learned and share the poems with the residents of the shelter. They conclude by discussing possible “next steps,” ways in which they could bring added attention to the issue of homelessness.

The service-learning project:

- includes an investigative process to identify a meaningful service
- provides intentional connections to academic learning
- incorporates opportunities for reflection throughout
- involves young people in the planning process to encourage “youth voice”

Semester of Service:

Example:

Students research homelessness in their community and contact local homeless shelters and organizations to learn about what services they provide. They decide together on planning and implementing an ongoing service or a series of services. Intentionally using math skills, they prepare and serve a monthly meal at a local homeless shelter. They collaborate with the residents to start a board game night at the shelter. Becoming aware of additional community needs, youth solicit donations of toiletries for emergency care packets, developing their skills in persuasive writing in the process.

Throughout, students reflect on their experiences with one another, with the shelter residents and staff. At the conclusion of the project, students host a dinner for the residents of the shelter and the community-at-large to share what they have learned throughout their **Semester of Service**. Youth recite poems and perform skits demonstrating the impact of their experience. Students invite the media and local public officials to the event, hoping to bring added visibility to their efforts as they work towards a larger goal of reducing homelessness in the community.

A Semester of Service:

- supports extended, ongoing, meaningful service, learning, and reflective activities that intensify all levels of the service-learning experience
- provides enough time to nurture significant change or impact in both the student and the community

When students have sufficient time to develop the skills needed to implement and plan the project and to process and internalize their experiences through ongoing reflection, the service-learning project will have a significant impact on the students and the community. The **Semester of Service** framework will enable you and your students to extend a service project into a strategic plan of action with the goal of sustainable change.

section II: preparing for a semester of service



quality makes a difference!

This section of the **Semester of Service** Strategy Guide presents a number of basic resource tools that will enhance your preparations for your Semester of Service:

- The **Five Stages of Service Learning** presents a proven service-learning implementation process model (see page 11). This model – also known as the IPARD/C model – guides your **Semester of Service** planning through the following processes:

Investigation

Preparation and Planning

Action

Reflection

Demonstration/Celebration

- The **K-12 Service-Learning Standards for Quality Practice** are best practices based on recent research, and incorporate a set of eight standards and respective indicators (see page 12).

Planning and implementing the service-learning project over the course of a semester ensures that you and your students have sufficient time to work through each stage of the service-learning process (IPARD/C) thoroughly, while meeting the *K-12 Service-Learning Standards for Quality Practice*.

To monitor your progress through the stages and standards, you may also want to use the charts on pages 15 and 16. The YSA staff is ready to consult with you, to help you apply the model and standards to your program.

Tips to engage youth voice and involve young people in the identification, planning and development of the Semester of Service follow, on pages 19-20.

Helpful suggestions in engaging a diverse group of youth in your Semester of Service are in this section, on page 22.

A reminder that service-learning is equally appropriate for younger children, tips for reaching out to engage children, ages 5-12, are outlined on page 23.

Browse through a series of tested service-learning lesson plans housed at www.GoToServiceLearning.org and introduced at the end of this section.



the five stages of service-learning²

These **Five Stages of Service Learning** describe what students do to transform their ideas into action. Adults provide guidance, and ensure that students' skills and knowledge are developed during the process.

Investigation

Young people identify community needs of interest and begin their research. During this process, often called "social analysis," they assess the needs by designing a survey, conducting interviews, using varied media including books and the Internet, and drawing from personal experience and observation. Students then document the extent and nature of the problem and establish a baseline for monitoring progress. Community partners are often identified. If a community partner provides the need, students still investigate to authenticate and document this need. A personal investigation is also of great value during which students interview each other to identify and consolidate each person's interests, skills, and talents. These are then referenced, employed, and developed while going through each of the sequential four stages of service-learning.

Preparation and Planning

Young people, often working with community partners, outline varied ways they will meet the community need or contribute to improving the situation. Planning may include: developing a common vision for success, deciding what will occur and who will do each part of the work, creating a time line, listing materials and costs, and overseeing any logistics and approvals that must be obtained to move forward. Clarifying roles and responsibilities is key.

Action

All participants implement their plans to meet the community need or contribute to the common good. The action most often looks like direct service, indirect service, advocacy, research, or a combination of these approaches to service.

Reflection

At each stage, students consider how the experience, knowledge, and skills they are acquiring relate to their own lives and their community. Through varied activities they think about the needs, their actions, their impacts, what worked and did not work, and their contribution. This process includes both analytical and affective response. Final reflections may include measures or other ways to gauge results.

Demonstration/Celebration

During demonstration, students provide evidence to others of their influence and accomplishments. They showcase what and how they have learned and their acquired skills and knowledge. In this context of demonstration, along with their partners, students may also plan and carry out a celebration of what they have gained and contributed including both the learning and the service.

² Reproduced with permission from *The Complete Guide to Service Learning: Proven Practical Ways to Engage Students in Civic Responsibility, Academic Curriculum, & Social Action* by Cathryn Berger Kaye, M.A., © 2010. Free Spirit Publishing, Inc., Minneapolis, MN; 806/703-7322; www.freespirit.com. This page may be photocopied for individual, classroom, or small group work only.

K-12 service-learning standards for quality practice³



The following are research-based guidelines that were developed by the National Youth Leadership Council and RMC Research Corporation. These guidelines will provide you with shared language to inform the implementation and practice of quality service-learning projects.

Meaningful Service

Service-learning actively engages participants in meaningful and personally relevant service activities.

Indicators:

1. Service-learning experiences are appropriate to participant ages and developmental abilities.
2. Service-learning addresses issues that are personally relevant to the participants.
3. Service-learning provides participants with interesting and engaging service activities.
4. Service-learning encourages participants to understand their service experiences in the context of the underlying societal issues being addressed.
5. Service-learning leads to attainable and visible outcomes that are valued by those being served.

Link to Curriculum

Service-learning is intentionally used as an instructional strategy to meet learning goals and/or content standards.

Indicators:

1. Service-learning has clearly articulated learning goals.
2. Service-learning is aligned with the academic and/or programmatic curriculum.
3. Service-learning helps participants learn how to transfer knowledge and skills from one setting to another.
4. Service-learning that takes place in schools is formally recognized in school board policies and student records.

Reflection

Service-learning incorporates multiple challenging reflection activities that are ongoing and that prompt deep thinking and analysis about oneself and one's relationship to society.

³ Reprinted with permission of the National Youth Leadership Council. Copyright © 2008 National Youth Leadership Council, St. Paul, Minn. www.nylc.org. All rights reserved.

Indicators:

1. Service-learning reflection includes a variety of verbal, written, artistic, and nonverbal activities to demonstrate understanding and changes in participants' knowledge, skills, and/or attitudes.
2. Service-learning reflection occurs before, during, and after the service experience.
3. Service-learning reflection prompts participants to think deeply about complex community problems and alternative solutions.
4. Service-learning reflection encourages participants to examine their preconceptions and assumptions in order to explore and understand their roles and responsibilities as citizens.
5. Service-learning reflection encourages participants to examine a variety of social and civic issues related to their service-learning experience so that participants understand connections to public policy and civic life.

Diversity

Service-learning promotes understanding of diversity and mutual respect among all participants.

Indicators

1. Service-learning helps participants identify and analyze different points of view to gain understanding of multiple perspectives.
2. Service-learning helps participants develop interpersonal skills in conflict resolution and group decision-making.
3. Service-learning helps participants actively seek to understand and value the diverse backgrounds and perspectives of those offering and receiving service.
4. Service-learning encourages participants to recognize and overcome stereotypes.

Youth Voice

Service-learning provides youth with a strong voice in planning, implementing, and evaluating service-learning experiences with guidance from adults.

Indicators:

1. Service-learning engages youth in generating ideas during the planning, implementation, and evaluation processes.
2. Service-learning involves youth in the decision-making process throughout the service-learning experiences.
3. Service-learning involves youth and adults in creating an environment that supports trust and open expression of ideas.
4. Service-learning promotes acquisition of knowledge and skills to enhance youth leadership and decision-making.
5. Service-learning involves youth in evaluating the quality and effectiveness of the service-learning experience.

Partnerships

Service-learning partnerships are collaborative, mutually beneficial, and address community needs.

Indicators:

1. Service-learning involves a variety of partners, including youth, educators, families, community members, community-based organizations, and/or businesses.
2. Service-learning partnerships are characterized by frequent and regular communication to keep all partners well-informed about activities and progress.
3. Service-learning partners collaborate to establish a shared vision and set common goals to address community needs.
4. Service-learning partners collaboratively develop and implement action plans to meet specified goals.
5. Service-learning partners share knowledge and understanding of school and community assets and needs, and view each other as valued resources.

Progress Monitoring

Service-learning engages participants in an ongoing process to assess the quality of implementation and progress toward meeting specified goals, and uses results for improvement and sustainability.

Indicators:

1. Service-learning participants collect evidence of progress toward meeting specific service goals and learning outcomes from multiple sources throughout the service-learning experience.
2. Service-learning participants collect evidence of the quality of service-learning implementation from multiple sources throughout the service-learning experience.
3. Service-learning participants use evidence to improve service-learning experiences.
4. Service-learning participants communicate evidence of progress toward goals and outcomes with the broader community, including policy-makers and education leaders, to deepen service-learning understanding and ensure that high quality practices are sustained.

Duration and Intensity

Service-learning has sufficient duration and intensity to address community needs and meet specified outcomes.

Indicators:

1. Service-learning experiences include the processes of investigating community needs, preparing for service, action, reflection, demonstration of learning and impacts, and celebration.
2. Service-learning is conducted during concentrated blocks of time across a period of several weeks or months.
3. Service-learning experiences provide enough time to address identified community needs and achieve learning outcomes.

Charting YOUR Service-Learning Project Links to the Five Stages and the Standards



Use the chart to record your **Semester of Service** activities meeting each of the *Five Stages* and the *K-12 Service-Learning Standards*:

	Pre-SOS	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Five Stages of Service-Learning							
<i>Investigation</i>							
<i>Preparation and Planning</i>							
<i>Action</i>							
<i>Reflection</i>							
<i>Demonstration and Celebration</i>							
K-12 Service-Learning Standards for Quality Practice							
Meaningful Service							
Link to Curriculum							
Reflection							
Diversity							
Youth Voice							
Partnerships							
Progress Monitoring							
Duration and Intensity							

Charting YOUR Service-Learning Project Links to the Five Stages and the Standards



Use the chart to record your **Semester of Service** activities meeting each of the *Five Stages and the K-12 Service-Learning Standards*:

	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
Five Stages of Service-Learning							
<i>Investigation</i>							
<i>Preparation and Planning</i>							
<i>Action</i>							
<i>Reflection</i>							
<i>Demonstration and Celebration</i>							
K-12 Service-Learning Standards for Quality Practice							
Meaningful Service							
Link to Curriculum							
Reflection							
Diversity							
Youth Voice							
Partnerships							
Progress Monitoring							
Duration and Intensity							



what the service-learning research shows

The following service-learning components have been shown to influence results:

- Link service-learning experiences to content standards.
- Provide opportunities for direct contact with service recipients.
- Develop cognitively challenging reflection activities.
- Let students have a voice and choice in planning, implementation, and reflection.
- Plan service-learning activities that last at least one semester.

Shelley H. Billig, "How to Integrate the Research on Effective Teaching and Learning into Service-Learning Practice."⁴

Meeting Academic, Curricular and Learning Goals

Service-learning has the greatest impact on the acquisition of academic, curricular and career-related learning when student learning goals are clear, and when specific skills are assessed. Youth Service America suggests that teachers and youth program coordinators:

- review their academic and/or curricular learning goals;
- develop related intentional opportunities for learning throughout the **Semester of Service**;
- apply specific assessments to measure student learning outcomes, and to determine if their service-learning program is enabling students to learn and/or apply classroom skills.

When students are engaged in activities that serve an authentic purpose they are more likely to do their best work. Service-learning projects can provide an authentic setting for learning as they meet academic and curricular goals. If students are producing a book which they know will be read by their neighbors, parents, and friends, they are more likely to care about the quality of their writing. If their math calculations will determine how a wheelchair ramp is sloped, they are more likely to care about the results because their accuracy will determine if the ramp can be safely used.⁵

Our interest in gardening as part of the curriculum began with our Humanities focus on US history, when we became intrigued with the idea of the Victory Gardens of World Wars I and II. This curricular focus, along with a botany unit in Science and an increasing interest on our campus in "growing local/eating local" led us to two gardening opportunities: Bottle Biology and Earth Box gardening. Our students were intrigued by the hands-on experiences, leaving all of us wanting to experience more. The establishment of a grade 11 class called "Nature in American Literature", complete with a garden to tend and a cross-grade level partnership, led us to grow our gardening connections. Our grade 6 students have worked in this established school garden once a week while exploring cross curricular connections in English, Math, Social Studies and Science.

Punahou School, Honolulu, Hawaii

⁴ Shelley H. Billig, "Lessons from Research on Teaching and Learning: Service-Learning as Effective Instruction." *Growing to Greatness 2006*, p. 32. Reprinted with permission of the National Youth Leadership Council. Copyright © 2006 National Youth Leadership Council, St. Paul, Minn. www.nylc.org. All rights reserved.

⁵ Adapted from Susan Abravanel, Keisha Edwards and Kate McPherson, *Service-Learning: Building School-Community Partnerships to Support Career-Related Learning and Extended Application Standards*. Portland, OR: 2006.

the importance of ongoing reflection



Structured reflection helps youth acknowledge the connections between their service-learning experiences, the academic content and their personal goals. Students are given the time to think about how they relate to the community need they identify, the actions they undertake, the impact they are able to effect in the community and how they can be change agents, and the effectiveness of their service and learning activities.

Reflection is both a stage amongst the *Five Stages of Service-Learning*, and one of the eight *K-12 Service-Learning Standards for Quality Practice*. Service-learning research indicates that good reflection activities are continuous, connected, guided, allow feedback and assessment, and help to clarify student values.⁶

Youth Service America recommends that throughout your **Semester of Service**, you incorporate a wide variety of reflection activities and opportunities to accommodate differential student learning styles. If students are asked to create an ongoing journal of their experience, be sure to also introduce other ways to reflect that involve art, or drama, or other formal and informal communication or presentation techniques. In this Strategy Guide, you will find suggested topics for reflection at the end of each stage of the IPARD/C model, and a variety of suggested activities in the Reflection section, beginning on page 54.

We firmly believe that it is through reflection that students will tie the service to the learning. It is in this process that they will experience the "ah ha" moment and realize that they are already affecting positive change in their community. Reflection allows for double loop learning -- when students find out how they learn.

We include reflection in three different ways. First, we conduct a "teach back" at the end of each learning session. The teach back is designed so the students can "teach back" what they have learned during discussions and project activities. We are also asking each middle school student to keep a journal that is personal to them. We have a small block of time for the students to write in their journals either on a topic or relatable question on the topic of hunger and homelessness that we prompt. We also ask the students to reflect on something they have read or an activity they have participated in."

"Food Pantries," UMASS Dartmouth, North Dartmouth, Massachusetts

⁶ RMC Research Corporation. *K-12 Service-Learning Project Planning Toolkit*. Scotts Valley, CA: National Service-Learning Clearinghouse, 2006/2009. www.servicelearning.org/filemanager/download/K-12_Service-Learning_Project_Planning_Toolkit.pdf



youth voice and the educator's role

Research also suggests that intentional design and implementation matter if students are to achieve specified learning gains through their service-learning experiences. Curriculum content as well as service-learning activities must be organized around the desired learning. . . .

A service-learning project's design must also take into account that *how* students develop and carry out a project can have as significant an impact on their developing civic participation skills as what they actually do to serve. In other words, students' civic skills grow when their service-learning activities involve decision-making, leadership, and team-work opportunities.

Shelley H. Billig, "Research Matters"⁷

Youth voice is not only an essential component of high-quality service-learning programs, but also helps to magnify positive results. Throughout service-learning, it is important to engage youth and children as planners. This means wherever it is feasible - in the project selection, planning, problem-solving, or evaluation - solicit their input. The more young people feel engaged, the more buy-in they will have, and the more successful the project will be. It is important to remember that students also have a "learning curve" with service-learning; the more they do it, the better they will be at it.

Youth Service America suggests that you start with the student's perspective of his/her community and develop project connections that draw directly from the student's experience. You may want to use the guiding questions on the following page to help you engage young people in thinking about needs, priorities, and ways that they could make a difference in their community, through their **Semester of Service** project.

"SAVE-US was founded by Dominique and Donovan Norris (then 16-year-olds) for the 2008 Global Youth Service Day. We organized a rally against domestic violence and child abuse. Then we developed our mission and vision statement and requested to be approved as a school club. After being approved, we began to recruit members from amongst our friends and other students.

According to school rules we needed an adult sponsor who is a school staff member, so we asked our school counselor who agreed to act as our sponsor. However, she has no responsibilities except to assure that we adhere to school rules. The officers set the agendas and developed the strategic plan for this year. Our committees are made up of 5 to 8 students who research and brainstorm ideas and create their campaigns led by their student co-chairs. The entire campaign is carried out by students. We have a student committee to develop a website and a committee for contacting community leaders and collaboration partners. . . We are the youth voice of the community."

"SAVE-US", Georgetown, KY

⁷ Shelley H. Billig, "Research Matters." *Talk It Up: Advocating for Service-Learning: Issue 8*, p. 2. Reprinted with permission of the National Service-Learning Partnership, <http://www.service-learningpartnership.org>

you, your community, and your semester of service project



Use the following questions to help you think about your relationship to your community, its needs and priorities, and how you might make a difference through a Semester of Service project:



What would you define as “your community”?

Is it your school, your neighborhood, your city?

How would you describe it?



How do you feel about your connection to your community?

Connected? Unconcerned? Needed? Useful? Ignored?

Why do you feel that way?



How do you think you will you know when the community values your input?

And, how do you think you might feel?



What things about your community make you sad, disappointed, frustrated or even angry?

How might your neighborhood, school or community be a better place?



What do you think that YOU could do to change this for the better?



What important question or need can you address? What issue do you feel the most strongly about?



What legacy might you like to leave in your school or community?⁸

⁸ Adapted from Susan Abravanel, Keisha Edwards and Kate McPherson, 2006.



why a “semester” of service?

Youth Service America’s **Semester of Service** program emphasizes the importance of duration and intensity⁹ in enriching a service-learning experience. Recent research stresses the importance of sustained service over several weeks or months,¹⁰ “. . . typically at least a semester of 70 hours long to have an impact on students . . . Fewer hours simply do not give the students enough time to grapple with difficult issues or to have a deep enough experience to make the learning endure.”

Service learning has to take place over weeks or months for many reasons. First, if students do not participate in all phases, they do not get as much out of the experience.

Investigation, for example, helps students understand the complexity of the need, define the baseline (critical for measuring impact and efficacy later), and identify some ways to address the issue.

Planning and preparation help youth see the benefit of teaming and of some strategies and tactics over others, and the need for interdependence to reach goals.

Action is the essence of service; it engages the heart, especially when it involves direct contact with those being served. Students immediately experience the consequences of their efforts and typically begin to link the academic side of the learning with the real world.

Reflection is the adult facilitator’s tool of choice to help youth process the experience and learning, acquire important skills and knowledge, and deepen their connection to the issue and to other people.

Demonstration and celebration are public events that solidify and extend the learning and allow others to see the impact of the efforts.

To achieve all this—especially to actually meet community needs—takes time.

Shelley H. Billig, “It’s Their Serve”¹¹

⁹Duration and Intensity is one of eight *K-12 Service-Learning Standards for Quality Practice*. See page 14 for a description of this standard.

¹⁰Shelley H. Billig, “Unpacking What Works in Service-Learning: Promising Research-Based Practices to Improve Student Outcomes.” Excerpted from *Growing to Greatness 2007*. Available from the NYLC Resource Center at www.nylc.org. © 2007 National Youth Leadership Council. All Rights Reserved.

¹¹Shelley H. Billig, “It’s Their Serve” pg. 10, *Leadership for Student Activities*, April 2009.

engaging a diverse group in service



“I have a dream that my four children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character . . .”

Dr. Martin Luther King, Jr.

Semester of Service provides an ideal opportunity to promote understanding of and experience with diversity amongst students and partnering organizations, as well as with service recipients and community issues being addressed.

Diversity is inclusive; your **Semester of Service** should deliberately include students from disadvantaged backgrounds, students with disabilities, and other youth not traditionally asked to serve. Effective service programs provide opportunities for ALL students to experience learning in an inclusive community and to embrace diversity through participant interaction, practice, and outcomes.

The following suggestions can help make your **Semester of Service** experience inclusive:

- Assess the processes, tasks, sites and personnel for potential barriers at each stage of the project (IPARD/C), and take action to remove or lessen these barriers to service.
- Design service activities that have mutual benefit for students and those being served so that students' stereotypes of others are not reinforced. For example, when working with the elderly, students can be helping elders and at the same time, gathering oral histories from them to document their lives and societal events. This way, both students and elders benefit from the interaction.¹²
- Provide intentional opportunities for young people to examine and discuss stereotypes, and to become aware of the viewpoint of those being served. Developing empathy helps students learn to understand issues, others' points of view, and perhaps how they can resolve issues and conflicts without resorting to hurtful means.¹³

Diversity is one of the eight recommended K-12 Service-Learning Standards of Quality Practice; see pages 13 in this guide for specific indicators. For additional references, see the Diversity section in the Resources listed at the end of this Guide, and also refer to the Global Youth Service Day Toolkit, available online at www.GYSD.org.

¹²Shelley H. Billig, “Unpacking What Works in Service-Learning: Promising Research-Based Practices to Improve Student Outcomes,” pg. 23. Excerpted from *Growing to Greatness 2007*. Available from the NYLC Resource Center at www.nylc.org. © 2007 National Youth Leadership Council. All Rights Reserved.

¹³ Shelley H. Billig, “It’s Their Serve” pg. 12, *Leadership for Student Activities*, April 2009.



engaging younger children in service (ages 5-12)

The level of youth engagement is a powerful predictor of adults who serve: the propensity to volunteer, the propensity to give, even the amount one gives.¹⁴ Here are some guidelines and recommendations for engaging younger children in service:

ASSIGN significant tasks

Think about which tasks must absolutely be done by an adult (driving the bus to the project site) and which tasks children have the skills and ability to do (calling the project site to confirm date and time). Children who are assigned tasks that are often done by adults take on new responsibilities that can help them acquire new skills, particularly skills that meet academic standards. Focus on providing guidance and opportunities for children to role-play and practice the skills.

LISTEN respectfully and without judgment

Children think differently, manage time differently, and pay attention to different things than adults. If some service project ideas or opinions seem outrageous or unfeasible, listen carefully, ask questions, explain, and propose ways to make their ideas doable.

ACKNOWLEDGE children's work

Plan to include special ways of acknowledging young children's contributions and efforts. Both private and public acknowledgement are important to children and also increase public awareness of their capabilities and accomplishments.

CONSULT with the kids

Do not assume that your decision or idea is what would work best.

QUESTION liability concerns

Safety issues are a priority for all volunteers – but at times, liability risks are posed as a barrier to even consider the inclusion of children in service projects. Adapt the project so that younger volunteers can participate. Consider the different aspects or phases of your project and all the needs. For example, if children are not admitted in a pediatric hospital ward, they could focus their service on the young patients' siblings who also need cheering up and attention.

ACCEPT that a project may not go exactly as if you or another adult had done it

Sometimes the plants are not exactly aligned in the ground or there may be three toothbrushes in some care packets but no soap. Recognize that these are efforts that can be corrected if needed, but nothing can replace the benefits of younger children participating in significant, meaningful ways.

AMAZE yourself and others by what elementary school-age children can do

Give children opportunities to apply their skills and guide them to solve real problems. They will deliver!

Examples of young children engaged in service:

- In Barra Mansa, Brazil, children starting at 9 years old help local officials make decisions on how to use portions of their municipal budget
- Youth Courts across the United States involve children as young as 8 in an alternative peer justice system with proven success
- At the children's recommendation, the Porsgrunn City Council in Norway chose to install a speed bump rather than a traffic light at an intersection close to their school: it met the children's needs for a safer crossing area and had a lower cost.

¹⁴ Independent Sector. *Giving and Volunteering in the United States: Engaging Youth in Lifelong Service*. Washington D.C., 2002.



www.gotoservicelearning.org

“What does a good service-learning lesson plan look like?”

“Where do I begin?”

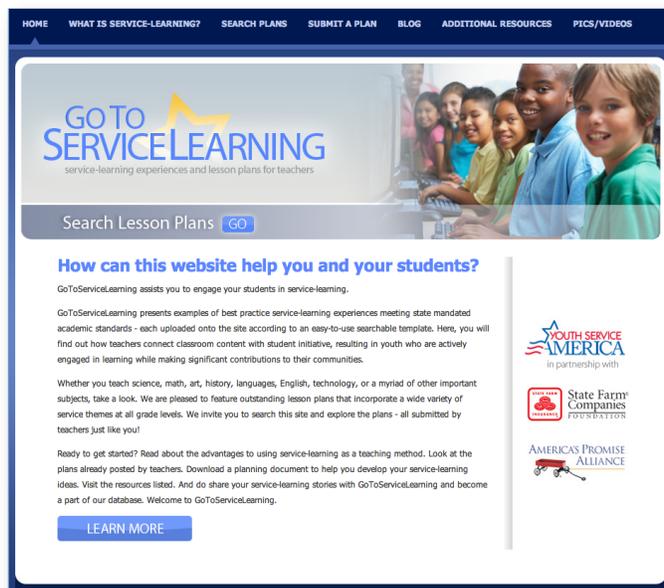
Responding to these questions, YSA presents GoToServiceLearning.org, a new interactive web-based resource housing a database of best-practice service-learning lesson plans, developed by experienced service-learning teachers and their students across the United States.

GoToServiceLearning.org enables you to use multiple search parameters to find service-learning examples

according to specific curricular areas, themes, grade levels, and duration of the project. Designed to assist you in your own planning with youth, each detailed lesson plan includes connections to standards and learning goals, as well as the “story” behind the project: how students became interested in the issue, and lessons learned throughout the process by the teacher.

Visit the site as you plan your own **Semester of Service** service-learning experience. See what experienced service-learning practitioners are doing, pick up a lesson or two to try out in your own classroom, and then return to the site to post and share your own best practice experience.

GoToServiceLearning.org is the result of a wonderful collaboration between organizations (Youth Service America, America's Promise Alliance and the State Farm Companies Foundation) and individuals. Youth Service America continues to work closely in its development with international service-learning expert and consultant, Cathryn Berger Kaye of CBK Associates, and with an ever-increasing number of excellent teachers across the country who have posted their experiences as resources for the site.¹⁵



¹⁵ Youth Service America also adds a special thank you to America's Promise Alliance and the State Farm Companies Foundation, and to McCausland and Jeff Havens, who spent hours coordinating the many pieces on the initial design of the GoToServiceLearning.org site because they want to share their passion for service-learning with every teacher in America.



Section III: Martin Luther King, Jr.

Making the Connection between Martin Luther King, Jr. and your Semester of Service

**Martin Luther King, Jr. Day to
Global Youth Service Day
(January 18, 2010 – April 23-25, 2010)**



"Martin Luther King was interested in big results not the short-term. So, the idea of King Day being the signal for a long-term commitment by millions of students over a semester would have warmed his heart. . .Martin always asked us to do more than we were doing because the road ahead was still so long. . .The Mountain to climb was still so tall. The **Semester of Service** is just that opportunity to do more."

Former Senator Harris Wofford, Colleague and Lawyer of Dr. Martin Luther King, Jr.

Dr. Martin Luther King, Jr. believed in the power and potential of individuals working together to pursue the common purpose of creating a more just world. He believed in developing ideas and turning them into action. He supported and worked with youth on issues that were relevant to their lives, such as school integration and voting rights.

Youth Service America suggests that you introduce youth to the writings and sayings of Dr. Martin Luther King, Jr. as inspiration for their **Semester of Service**. You will note that each of the *Five Stages of Service-Learning* in the next section of this guide will feature one of his quotes to help you and your students implement his legacy, work together to create a more just world, and apply his ideas to address significant needs of your community while increasing knowledge and learning.



“What are you doing for others?”

Dr. Martin Luther King, Jr.

Through service on MLK Day and throughout your **Semester of Service**, you can strengthen communities, empower individuals and build bridges of understanding. The following are examples of how these themes of MLK Day apply to each of the five stages of your **Semester of Service**:

Strengthen Communities:

Utilize the power of service to improve communities.

- **Preparation and Planning:** “I have a dream . . .”
What is the student’s dream for the community? How do their dreams compare to Dr. Martin Luther King’s vision?
- **Action:**
Students can research the history of the Individuals with Disabilities Act and then work with their local Parks Department and people with disabilities to modify an existing community garden or park – or to create a new garden made accessible to all by constructing and installing ramps at strategic locations.

Empower Individuals:

Believe in each person’s ability to make a significant difference.

- **Action:**
Students can interview individuals who have overcome significant personal challenges or systemic injustices, and then prepare memory books to present to the individual, as well as to the local historical society or public library.
- **Reflection:**
“Everybody is great because everybody can serve.” Throughout the project, students take photos of moments that exemplify this Martin Luther King, Jr. quote. After the project, students create plans for how they will continue to serve their communities.

Build Bridges:

Focus on similarities amongst people and serve together.

- **Investigation:**
Interview and survey community members to find out about community priorities and needs.
- **Demonstration/Celebration:**
Students and the recipients of service interview one another to learn about the impact of the service project; together, they write and publish articles in the school and local newspapers, and in community partner newsletters.

For more ideas on connecting your **Semester of Service** to MLK Day themes, please visit
http://www.mlkday.gov/resources/servicelearning/servicelearning_fullerton.pdf

begin your semester of service with an MLK focus



- Read MLK’s “I Have a Dream” speech. Create a visual or write an essay detailing the dream you have for your community.
- “Everybody can be great because everybody can serve.” On MLK Day, take photos of moments that exemplify this quote. Post your photos at Get Ur Good On: www.GetUrGoodOn.org
- Create a theme for your **Semester of Service** that focuses on MLK’s values. Gather your **Semester of Service** team/class together and discuss the activities that you will do as a result of this theme.

- Honor local heroes who have overcome personal challenges or systemic injustices. Create memory books detailing their journey and present the books to the local historical society or public library.
- Participate in a service project. Search the United We Serve database to find a volunteer opportunity in your community: <http://www.serve.gov/>
- Promote MLK Day by posting fliers, posters and ads in your school and community centers. Free promotional materials are available at <http://www.mlkday.gov/marketing/posters/index.asp>
- Read MLK’s “The Drum Major Instinct” speech
[\(http://mlkpp01.stanford.edu/index.php/encyclopedia/documentsentry/doc_the_drum_major_instinct/\)](http://mlkpp01.stanford.edu/index.php/encyclopedia/documentsentry/doc_the_drum_major_instinct/)
Who is someone you know who embodies MLK’s definition of greatness?
- Ask your friends, family members, and neighbors to volunteer with you on MLK Day.
- Raise awareness and recruit volunteers by registering your project at www.YSA.org/mlkday.
- Submit a press release to your local paper announcing the launch of your **Semester of Service**.
- Post a blog about MLK at <http://www.semesterofservice.org/>
- Interview community members (parents, teachers, neighbors) to learn more about Dr. Martin Luther King, Jr.
How did MLK impact their lives?
- Post a video or blog about MLK at Get Ur Good On: www.GetUrGoodOn.org

section IV: IPARD/C - semester of service



Semester of Service links prominent national service events - such as Martin Luther King, Jr. Day of Service and Global Youth Service Day - through an extended service-learning framework of at least 70 hours. Young people ages 5-25, spend the “semester” addressing a meaningful community need connected to intentional learning goals and/or academic standards. Throughout, the teacher or facilitator supports the emergence of “youth voice” as young people guide the process.

Semester of Service emphasizes “duration and intensity”, enriching the experience by providing participants with enough time to incorporate the five stages of service-learning presented below.

The following is designed as a guide for participating youth:

Investigation: Identify a local, national, or global need you would like to address

In order to:	Assess the community need	Identify possible community partners	Establish a baseline
You could:	<ul style="list-style-type: none"> • Design and administer a survey of your peers • Take an exploratory walk around the neighborhood • Conduct research using various media • Consider Martin Luther King’s values and how they might inspire your selection of a need 	<ul style="list-style-type: none"> • Visit a nonprofit organization or agency responding to the need you identify • Invite an expert to talk to you • Identify possible other stakeholders in your issue 	<ul style="list-style-type: none"> • Collect evidence of the “before” status of the need you will address



Preparation and Planning: Develop a strategy for change and a common vision for success

In order to:	Identify the service and learning goals	Create your action plan
You could:	<ul style="list-style-type: none"> • Decide what impact you want to make on the community need • Investigate your learning goals and how they connect to your service activity 	<ul style="list-style-type: none"> • Develop a timeline for your Semester of Service and add it to the calendar • Determine individual roles and responsibilities • Plan your outreach to a diverse group of participants



Action: Implement the service activity to make a difference

In order to:	Document your activity
You could:	<ul style="list-style-type: none"> • Take photographs to use in a “before and after” photo collage • Record what you are doing to develop the story of your Semester of Service • Invite the media to your activity



Reflection: Think about how your service and learning relate to you, your community, and your future

In order to:	Reflect before, during and after your service and learning
You could:	<ul style="list-style-type: none"> • Plan a forum to discuss how things are going, and what you might want to do differently • After your Semester of Service, share in small groups how you changed the community, and how you changed yourself • Design a photo collage that features the Martin Luther King, Jr. values relating to your learning and service activities • Think about what you will do after your Semester of Service



In order to: Share what you have done and what you have learned

You could:	<ul style="list-style-type: none"> • Use technology to create a web scrapbook • Create a video to tell the story • Share your stories at www.SemesterofService.org • Present your learning and community impact to elected and public officials • Join with your community partners to celebrate your success, and plan for your next Semester of Service
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stage one: investigation



assessing the community need

“I have a dream that one day this nation will rise up and live out the true meaning of its creed . . .”

Dr. Martin Luther King, Jr.

Community Asset Mapping

Use either this activity, or the following one (“Gathering Information About a Community Need”) to help you decide what resources are in your community, and what need you will address in your **Semester of Service**:

Community mapping provides a way to identify community assets¹⁶ and needs – an important first step in identifying projects that work towards community change. Identifying the assets and needs that a community has will guide you to service-learning projects.

1. In your **Semester of Service** project team, discuss and record the individual assets that each of you possess.
 - What do you feel you can do really well that you can teach or share with your community members?
 - Count the number of assets your group possesses and then find out how many assets your class as a whole possesses.
2. As an entire class, discuss what makes the place where you live, go to school, and play into a community.
 - Identify and select the community that will be the focus of your service-learning project. (For example, the community could be the school, the school plus a five block radius, or the city where you live.)
 - Note what is positive and good about your community – what works well? – and talk about how that might help you respond to your issue.
3. Use one or more of the strategies below to identify:
 - a. the community’s assets: the skills and resources (including physical places) present in the community;
 - b. the community’s needs and priorities.
 - Walk around the selected community to observe and document assets and needs. Take pictures and notes to record pre-project (“before”) conditions.
 - Interview community members.
 - Survey community members.
 - Read the newspaper.
 - Do research about your selected community on the Internet.

¹⁶“Community Assets” are the human, material, financial, and other resources that are already in use or available in your community.



4. Using the Community Assets chart on this page, record the identified assets and then complete column 1 (“What do you see?”) of the Community Needs and Priorities chart. Try to think of at least 4 items for each column.

Community Assets

Selected Community:

People & Relationships	Economic & Business	Education	Political	Faith-Based or Religious	Formal & Informal Associations & Groups

Community Needs and Priorities

Selected Community:

What do you see? The Problem	What would you like to see instead? Your Solution*	What community and personal assets can be used to address this need? Your Project

5. Individually, complete columns 2 (“What would you like to see instead?”) and 3 (“What community and personal assets can be used to address this need?”) of the Community Needs and Priorities chart.

6. As a class discuss, how can you work together with your community* and use your assets to help the community achieve its goals?

The Green Crew began investigating Foster Heights' need for an organized and committed group to tend the park through their previous work there. In 2009, the crew cleaned graffiti from the park on four separate occasions, which led them to the realization the park needed vigilant attention. Despite Foster Heights' condition, every time crew members arrived to remove graffiti they saw young children enjoying this hidden pocket of nature in Hartford's concrete landscape. Upon further investigation, Knox staff and crew members learned from the children's parents how important Foster Heights is to their community and their children's lives. The contrast of repeated vandalism against the community's obvious need and desire for the park made the Green Crew realize that Foster Heights, while often harmed by a small number of individuals, is important to and valued by far more members of the community.”

“Knox Parks AmeriCorps Green Crew Park Adoption”, Knox Park Foundation, Hartford, Connecticut

* Encourage students to share their proposed solutions with community adults, who can guide student observations based on community priorities.



gathering information about a community need¹⁷



What does your community need?

Use the questions in the following four categories as guides for finding out. As a class, you might agree to explore one topic – for example, how kids get along at school, hunger and poverty, or an environmental concern. Or you might decide to learn about general needs at school or in the surrounding area.

Form small groups, with each group focusing on one of the following categories, and gather information in a different way.

Finding out about _____
(community need you are researching)

1. Media

What media – newspapers, including school newspapers, TV stations, radio – in your community might have helpful information? List ways you can work with different media to learn about needs in your community.

2. Interviews

Think of a person who is knowledgeable about this topic in your area – perhaps someone at school, in a local organization, or government office. Write four questions you would like to ask this person in an interview.

An interview with _____

Questions I would ask:

1. _____
2. _____
3. _____
4. _____

¹⁷Reproduced and adapted with permission from *The Complete Guide to Service Learning: Proven Practical Ways to Engage Students in Civic Responsibility, Academic Curriculum, & Social Action* by Cathryn Berger Kaye, M.A., © 2010. Free Spirit Publishing, Inc., Minneapolis, MN; 806/703-7322; www.freespirit.com. All rights reserved. For more information, go to www.freespirit.com/company/permissions.cfm.



3. Survey

A survey can help you find out what people know or think about a topic and get ideas for helping. Who could you survey – students, family members, neighbors? How many surveys would you want to have completed? Write three survey questions.

Who to survey:

How many surveys:

Questions for the survey:

1. _____

2. _____

3. _____

4. Observation and Experience

What ways are there to gather information through your own observation and experience? Where would you go? What would you do there? How would you keep track of what you find out?

Next Step:

- Share your ideas. Make a plan for gathering information in the four ways just discussed. If you are working in small groups, each group may want to involve people in other groups. For example, everyone could help conduct the survey and collect the results.

“Each student presented an issue to the group and explained its significance in our community. Then the group prioritized their top four, and split into small groups to look at each issue more closely. Each small group created a poster with the root causes of their issue and possible solutions, then rotated, so each group got to work on each poster. Looking at their posters, students realized that not only was underage drinking one of their four top priorities, it contributed to their other issues (driving while impaired, domestic/partner abuse, and suicide.) They came to a consensus to focus on underage drinking, and tie in connections to address their other issues.

Afterwards students looked at a state study to find more information about how widespread underage drinking is. They found the rates of underage drinking by grade level over the last three surveys and made some conclusions about whether the rate is changing. . . Overall, at the last survey, kids found that nearly half of seniors in our area had drunk 5 or more drinks in a row, or had ridden with someone who had been drinking. Almost a quarter of seniors said that they had driven after drinking. . . Students will use this information to guide the design of their individual projects.”

“Safe & Healthy Eureka”, Eureka School District #13, Eureka, Montana



identifying possible community partners

*The most successful – and sustainable - service-learning experiences engage community partners early on in the process. Community partners are organizations, agencies, and other entities –for example, the local food bank, or parks department, or homeless shelter – who facilitates the service-learning experience by providing a site or focus for student service, thereby connecting young people with identified community needs and priorities . The following suggestions, compiled by community partners, can help you bring partners into your **Semester of Service**:*

- Before your initial approach, do some research about the partner – know its mission, specific goals, policies, etc. Most will have this posted on a web site.
- Community partners appreciate being included in the planning process. A face-to-face planning meeting makes all the difference – and helps with the development of trust.
- Be explicit and clear about your goals and expectations for the partnership. What will you provide to the organization? What will you hope that they can provide to you?
- If you have specific elements that must be included in the project, mention those up front to the organization. Partners may need to adjust their expectations of the amount of work done, for example, if they learn that you will need time for students to do an on-site reflection piece or journal entry.
- Look to your partner as a resource for your academic goals as well. Because partners are so familiar with the elements of the service component, they may be able to provide you with suggested opportunities for making good academic connections.
- Be organized about your dates – and make sure to give your community partner plenty of advanced notice. The more notice the partner gets, the better it will be able to accommodate working with you.
- Communicate roles clearly. Be explicit, both about the partnership and about the process. The partner will especially need to know about project leadership –will you want students to lead? Be clear, too, about follow-up to meetings - who calls whom next?
- Not all community-based organizations/agencies have a full-time volunteer coordinator – and MOST do not have staff dedicated to working with students. Do not make assumptions that your community partner will understand how your school functions, your school schedule, etc. Especially note any “barriers” – such as types of work that students should not be doing, limitations on time and schedule.
- Always come through on your time commitment to the partner – this includes arriving on time, and staying through the time allotment you discussed in advance. The partner will plan a workload dependent upon the number of anticipated volunteers and the amount of time available. Note that some organizations may need to find replacements for late volunteers.
- Be sure to provide enough adults to supervise the student group. Ask the partner for a suggested adult/student ratio, and be prepared to make suggestions based on your school’s protocols or requirements. Do not assume that the organization will provide staff (or volunteers) to fulfill that ratio – clarify, and confirm, staffing and supervision early in the process. Do not show up with a group that you know is larger than the partner’s recommended maximum group size, hoping that once you are on site, the partner won’t turn anyone away.
- It’s especially appreciated if students send copies of written student reflections or “thank you’s” to the organizations they partner with. Partners can use these to attract support from current and future donors, increasing their potential to provide you with future opportunities.



engaging students in reaching out to community partners



Students demonstrate the importance of youth voice in the following suggested process:

Introduce students to local organization or agency partners

Present students with a list of – or have them research on their own – possible community partners. Ask students to identify two or three whom they would like to know more about, and possibly work with.

What would you like to know?

Have students develop a list of questions that they would have about the partner – what they would like to know about the organization/agency - and write it up as a survey to be presented to the partner.

*The following are suggested "starter" questions that students might have about agencies or organizations, as they begin the process of developing a partnership for their **Semester of Service**:*

- What is the purpose of the agency/organization?
- How does it contribute to the life of our community?
- What is the history of the organization – how, when, and why did it get started?
- What kind of organization is it?
Nonprofit (independent sector)? For profit (private sector)? Civic (public sector)?
- Who makes the important decisions for the agency/organization?
- What public policies shape or influence its work?
- What is its vision for the future?
- How is it funded?
- What programs does it offer?
- Why did it choose to focus on those programs?
- How do volunteers participate in this organization?
- Are young people involved with the organization?
- Is it possible for students to have a role in planning or implementing programs with this organization?
How would this work?
- How do you think young people could play a larger role in helping this organization?



Once students have selected the project activity, invite them to brainstorm with the organization representative what they will need to do in order to coordinate with the organization to accomplish the project. Have them assume responsibility for pieces of developing the relationship with the partner.

taking time to reflect . . .



Youth Service America recommends that student reflection activities during the Investigation stage address and incorporate the following questions:

- Why is there a need for your service?
- Why is this issue important to the community?
- What is being done to prevent this issue? What could be done to prevent it?
- What is the purpose of the agency/organization with whom you have chosen to partner?
- How does it contribute to the life of our community? What is its vision for the future?



stage two: preparation and planning

service and learning goals



“People should be involved in practical affairs to improve both the larger society and the lives of individuals . . .”

Dr. Martin Luther King Jr.

During the **Semester of Service** Preparation and Planning stage, youth will build their identified community need or priority into a service-learning project. Preparation is where their role as change-makers will begin to be shaped. Whether you are a classroom-based teacher or a community-based youth coordinator, YSA recommends that you enhance the learning outcomes for your **Semester of Service** by incorporating intentional learning goals. The following pages include examples of intentional learning connections – typical of the state-set academic standards in most states – for a variety of **Semester of Service** projects that might be selected by students.

Use the blank chart following the sample projects - “**Linking YOUR Semester of Service to Curricular Standards/ Learning Goals**” - to insert the project(s) your students have selected, and develop connections to your curricular or learning goals.

To help students understand that their **Semester of Service** project is an opportunity for them to take charge of their own learning, encourage them to **complete their own “Learning and Serving” chart** on page 40.

The “**Sample Project Timeline**” on page 41 is designed to guide youth as they incorporate the *Five Stages of Service-Learning* into an extended 70+ hour project.

The section concludes with a “project feasibility” checklist (“**Is this Project Doable?**”) for students to complete, on page 42.

In an effort to promote healthy lifestyles within the community, the Youth Health Team at the South Side Settlement House, a recipient of a UnitedHealth HEROES Grant, created a communication plan. The Youth Health Team identified three key messages they wanted to communicate and developed promotional strategies utilizing teen-oriented communication vehicles – T-shirts, wristbands, drawstring bags, dog tags, stickers, pencils and/or pens, posters for schools, centers and message boards around the community, Facebook and MySpace pages and text messages with healthy tips and words of encouragement to peers. The group decided that success would be measured by the number of teens reached through the project, both electronically and in-person.

“Youth Health Team”, South Side Settlement House, Columbus, Ohio



linking service to curricular standards/ learning goals ¹⁸:



some examples

Sample Service-Learning Project	Curricular Standards/Learning Goals
<p>Gardens for Low-Income Community Members</p> <p>While researching root causes and effects of poverty, students learn about economics, botany and agriculture, and nutrition. They create personal gardens for the benefit of low-income community members.</p>	<p>Social Science Analysis:</p> <ul style="list-style-type: none"> ● Identify and analyze characteristics, causes, and consequences of an event, issue, problem, or phenomenon. <p>Economics:</p> <ul style="list-style-type: none"> ● Know and give examples of how changes in the economy impose costs on some and benefits on others because they arbitrarily redistribute purchasing power. ● Demonstrate the knowledge and skills necessary to make reasoned and responsible financial decisions as a consumer, producer, saver, and investor in a market economy. <p>Health Education/Promotion of Healthy Eating:</p> <ul style="list-style-type: none"> ● Explain the components of a balanced diet and their importance to growth and wellness. ● Demonstrate the ability to advocate for personal, family, and community health and safety.
<p>Childhood Obesity</p> <p>Youth learn about the lifelong health and disease risks caused by poor eating and exercise patterns in childhood and the impact it can have on families and society. They use technology to create a website for other students advocating for healthy eating and exercise habits, and advertise the website in flyers posted around their community.</p>	<p>Social Sciences:</p> <ul style="list-style-type: none"> ● Examine the various characteristics, causes, and effects of an event, issue, or problem. <p>Health Education/Promotion of Healthy Eating:</p> <ul style="list-style-type: none"> ● Demonstrate ability to analyze influences of culture, media, technology and other factors on health. ● Demonstrate the ability to advocate for personal, family, and community health and safety. <p>Physical Education/Fitness:</p> <ul style="list-style-type: none"> ● Demonstrate ways to achieve and maintain a health-enhancing level of physical fitness. <p>Technology:</p> <ul style="list-style-type: none"> ● Extend communication and collaboration with peers, experts, and other audiences using telecommunications. <p>Language Arts/Writing:</p> <ul style="list-style-type: none"> ● Investigate topics of interest and importance across the subject areas, selecting appropriate media sources, using effective research processes, and demonstrating ethical use of resources and materials.

¹⁸ Excerpted and adapted from *Take Care of Oregon Days: 150 Service-Learning Project Ideas* (SOLV, 2008)



Sample Service-Learning Project

Curricular Standards/Learning Goals

Energy Audits

Students learn about the environmental impact of energy use and explore ways in which individuals and organizations can reduce their energy consumption. They conduct an audit of their school, or senior citizens' homes in the community, to determine if there are ways to reduce energy use, and present the results of their audit to the school and community.

Physical Science/Energy:

- Explain the principle that energy is conserved, neither created nor destroyed.

Earth & Space Science:

- Recognize that Earth materials are limited, and explore strategies for addressing this problem.

Geography:

- Distinguish between renewable resources and non-renewable resources and the global consequences of mismanagement.

Language Arts/Speaking and Listening:

- Organize oral, visual, and multimedia presentations in clear sequence, making connections and transitions among ideas and elements.

Technology:

- Access, organize and analyze information to make informed decisions, using one or more technologies.

Mathematics/ Measurements:

- Understand measurable attributes of objects and the units, systems, and processes of measurement.

Biking Clinic

Youth use the internet and other resources to gather information about bike safety, investigating the physics of bike crashes and how they can be prevented. They use this information to prepare and present a bike safety clinic for local youth and community members.

Physical Science/Force:

- Explain interactions between force and matter and relationships among force, mass, and motion.

Health Education/Promotion of Physical Activity:

- Explain the impact physical activity has on maintaining and/or improving health and wellbeing.

Health Education/Unintentional Injury Prevention:

- Explain how to prevent dangerous or risky behaviors that might lead to personal injury and how to respond to potentially unsafe situations at home, at school, and in the community.

Language Arts/Speaking and Listening:

- Organize oral, visual, and multimedia presentations in clear sequence, making connections and transitions among ideas and elements.

Build a Trail

Students learn why and how trails are built, and the process of securing permission to build trails on public property. Students help build, restore, add interpretive signage, and/or maintain a trail in their community.

Life Science/ Diversity & Interdependence:

- Explain and analyze the interdependence of organisms in their natural environment.
- Describe and analyze the effect of species, including humans, on an ecosystem.

Civics and Government:

- Understand how laws are made and enforced at the federal, state, and local levels.

Geography:

- Understand how and why people alter the physical environment.
- Understand how clearing vegetation affects the physical environment of a place and other places.



linking your semester of service to curricular standards/learning goals

Your Service-Learning Project	Curricular Standards/Learning Goals
	<p>Subject:</p> <p>Standards:</p>



learning and serving through a semester of service



<p>My/our Semester of Service project addresses the following issue:</p>	
<p>For my/our Semester of Service project, I/we will do the following things (the service):</p>	<ul style="list-style-type: none">•••••
<p>What I/we already know about this issue:</p>	<ul style="list-style-type: none">•••••
<p>What I/we will need to learn about this issue:</p>	<ul style="list-style-type: none">•••••
<p>How I/we will learn what I/we still need to know:</p>	<ul style="list-style-type: none">•••••
<p>Who can help me/us learn what I/we still need to know:</p>	<ul style="list-style-type: none">•••••



sample project timeline



The timing of your **Semester of Service** will depend upon a number of factors: how complex it is, how much time you have to devote to it, how much help you will have. The following is a suggested guide - adapt it to fit your project.

Pre-Semester of Service: Investigation, Reflection

- Identify your strengths and assets, and what you bring to the group.
- Select your “community”.
- Reflect on what service means to you and your chosen community.

Weeks 1-3: Investigation, Preparation and Planning, Reflection

- Identify community assets, needs, and priorities; decide what issue you will address.
- Reach out to find and begin to build community partnerships to help you.
- Organize into task teams (e.g. Volunteers, Media, Resources, Logistics), assign tasks.
- Connect your service and learning goals.
- Begin recruiting your volunteers.
- Plan out your media outreach strategy.
- Begin your fundraising.
- Draft up a list of the jobs that need to be done, the supplies and materials you will need.
- Do a reflection activity, focusing on the community priority you have selected.
- Launch your **Semester of Service** with an MLK Day activity.

Weeks 4-9: Action, Reflection

- Continue all Preparation and Planning, Action and Reflection activities.
- Begin publicity campaign and outreach to media contacts.
- Assess progress towards your service and learning goals.
- Document your service and learning, and begin to plan for demonstration opportunities.

Weeks 10-12: Action, Reflection, Demonstration

- Continue all Preparation and Planning, Action and Reflection activities.
- Continue publicity, media and elected officials outreach.
- Plan out demonstration opportunities and activities.
- Do a reflection activity, focusing on the process of putting together your project.

Weeks 13-14: Demonstration/Celebration, Reflection

- Complete final planning for Global Youth Service Day activity.
- Confirm media.
- Document and take pictures of your project as it is happening.
- Thank all volunteers and anyone who helped you.
- Complete and submit evaluation forms (student, teacher/coordinator, community partner, etc.).
- Complete a final reflection activity focused on the outcome of the project.
- Send thank-you's to project volunteers, media, sponsors, and donors.
- Celebrate your success!



is this project doable?



Use this form to help you decide whether you have thought through all the questions important to ensuring a successful project outcome. If your Semester of Service involves more than one project, complete this form for each project.

Project Leader(s): _____

Location of project: _____ Date(s) and Time(s): _____

Describe the project: _____

Does this project meet a real community need? Yes No

• What is the need? _____

Can you find community partners to help you? Yes No

Who? _____

Can you get the project completed within your Semester of Service? Yes No

Can you find enough volunteers to complete the project? Yes No

How many volunteers will you need? _____

Are volunteers with special skills needed? Yes No Skills: _____

Are volunteers with disabilities able to participate in your project? Yes No

What accommodations will you need to make? _____

Can this project be completed without a lot of fundraising? Yes No

Where will those funds come from? _____

Does this project require resources other than money? Yes No

If so, what are those resources and where will they come from? _____

Will you require transportation to the project site? Yes No

If so, how will you be transported? _____

How will you be supervised (by whom)? _____

How will safety requirements be met? _____

Will there be any special liability concerns? Yes No

If so, how will those concerns be addressed? _____

Will this project have a visible or obvious result? Yes No

If yes, please describe: _____

What connections are there to learning? _____



taking time to reflect . . .

Youth Service America recommends that student reflection activities during the Preparation and Planning stage address and incorporate the following questions:

- How do you think young people could play a larger role in helping this organization fulfill its mission?
- How do you hope youth, families, and the community-at-large will benefit from this positive action?
- What is one way in which you expect the community you are serving with to nourish, nurture, or satisfy you?



stage three: action



organizing into task teams

“All labor that uplifts humanity has dignity and importance and should be undertaken with painstaking excellence . . .”

Dr. Martin Luther King, Jr.

One of the best ways to “get it all done” is to divide the tasks involved in your **Semester of Service** into the following four categories. You may choose to have four groups, each working on one of the following categories – Logistics, Working with Volunteers, Gathering Resources, and Telling the Story – or have everyone work together through all tasks:

1. Logistics

Contact any community organization(s) or partner(s) you are working with on your **Semester of Service**.

Make an appointment to share your project idea(s) and to find out whether it fits in with their needs.

Discuss the following information about your project:

- ✓ A thorough description of your **Semester of Service**, including what you hope to accomplish
- ✓ Dates and times that you would like to do your project(s)
- ✓ How many volunteers you think you will have in your project group
- ✓ What kind of help you will need from staff at the organization
- ✓ What the organization may be able to provide, and what you will need to provide in order to do the project (special equipment, tools, snacks, protective clothing, etc.)

Visit the selected project site(s) to know what to expect on the project day(s).

- ✓ Make arrangements for purchase (if necessary), or for delivery of special equipment, tools, snacks, etc. to the project site.

Students contacted the City Service Director and found out what they would need to do to be able to paint the park benches. They even found out that the city would provide paint and paint brushes. The students were surprised that the city was willing to help them get involved and carry out their plan. We discussed that they were providing the city with something that was needed and immediate, making things easier on city employees by getting the park benches done, and showing that youth care and can contribute.

The students went to Mount Ogden Park on a sunny day and sanded and painted the benches. They borrowed the shop teacher's generator so they would not have to sand the 6 sets of benches by hand.

The students were surprised that even with a generator, the job took as much time as it did. On the way back to the school I heard them discussing how much time it would have taken one or two city employees to do what they had done in a day.

“Community of Caring Service Projects,” Mount Ogden Junior High, Ogden, Utah



2. Working with Volunteers

Plan for Volunteers

Decide how many volunteers other than your program participants you need and what each volunteer will do. Be sure to recruit only as many volunteers as you actually need.

Prepare a volunteer position description for each volunteer opportunity, including a detailed description of what the volunteer will do and any specific skills or experience wanted. Be clear about what adult volunteers will do, and what youth volunteers will do.

Recruit Volunteers

Contact individuals and groups that might be willing to help on the day of the project – student groups, community organizations, businesses, faith communities, and friends & families.

Promote volunteer opportunities – put up posters, post on websites, share through online social networks, submit to school and community newspapers, utilize volunteer centers and online volunteer opportunity databases, or host information and sign-up tables.

Collect volunteer contact information (including phone numbers and e-mail addresses) and other requested information (skills, experience, interests, etc.) on a volunteer sign up form.

Before the event, send a letter or e-mail to all volunteers to confirm their participation. Include all information volunteers need to know about the volunteer experience – when and where to meet, what they should wear, and anything they should bring.

Manage Volunteers

Designate someone to greet and check in volunteers. Have a place for volunteers to sign in and get clear directions of what to do and how to get started.

If needed, plan out the day-of-event orientation presentation for volunteers. Include procedures, logistics, restroom locations, etc. Remind people to work safely and to have fun. Be sure to include a big thank you for helping, and information about the post-event celebration.

Plan to supervise volunteers – have project leaders spread out so they can interact with volunteers during the project, providing guidance, feedback, support, and encouragement.

Build time for on-site processing and reflection with volunteers.

Recognize Volunteers

Plan for a celebration event following your project. Recognize and thank volunteers – provide food, present certificates or other tokens of appreciation, or have a high profile person attend and thank volunteers.

Send thank you notes or make thank you calls to all volunteers after your project. If possible, recognize volunteers in public announcements – newsletters, websites, etc.



3. Gathering Resources

Determine costs (if any) for materials, equipment and services you will need to complete your project. Your costs might include:

- ✓ tools or special equipment
- ✓ materials (such as paint, books for a literacy project, bags for a clothing drive, plants and mulch for a planting project, paper materials for advertising, etc.)
- ✓ transportation for a meeting with the city council
- ✓ water and snacks for volunteers
- ✓ recognition/thank-you items (t-shirts, buttons, stickers, hats)

Develop the Semester of Service budget, and record any expected income (donations, fundraising proceeds) that could offset expenses.

If needed, seek additional funding support – other funding or in-kind donations for the project.

Keep a record of all donations and in-kind support for the project.

Recognize and thank all sponsors, donors and volunteers after the event.

To learn more about fundraising and support, please also see the Global Youth Service Day toolkit, which can be found at www.YSA.org/GYSD.

Consider applying for an organization or nonprofit grant. Youth Service America hands out many community service and service-learning grants yearly that are underwritten by sponsors such as State Farm Companies Foundation and the Walt Disney Company. These grants are useful because they are designed to double as teaching tools that guide applicants through all the components of a service project. Whether it's financial planning, including diverse participants, or engaging public officials, YSA's grants will help you outline a successful project.

You can find grant application resources at the following sites:

<http://YSA.org/grants>

www.grantsalert.com

www.tolerance.org/teach/grants



4. Telling the Story

There are so many ways to get the word out and promote service-learning experiences. How many of these can you check off?

- Post information about the project on your school or organization website. Write a blog about the project preparation and implementation to maintain interest
- Write a media release about your project and submit it your school or local newspaper and broadcast media. For a sample template of a media release, please contact bgryde@ysa.org.
- Write an op-ed piece about the issue your service-learning project is addressing and send that to your local paper.
- Create flyers or posters about the project and distribute throughout your school and neighborhood.
- Ask project partners (businesses, nonprofits, places of worship, schools) to include information about your project on their websites or in their newsletters.
- Create a Facebook event or fan page and ask all project participants to invite their friends to join and or become a fan. (See page 50, "Telling Your Story Via Social Media.")
- Invite public officials or other local celebrities and VIPs to attend your event or to post event information on their website.
- Once your project is complete, announce your results to all previously mentioned outlets.
- Connect with Youth Service America:
 1. Register your **Semester of Service** project on www.GYSD.org to get listed on the map.
 2. Send your press release to bgryde@ysa.org to have your project highlighted on the GYSD media page, and upload your photos and videos to the GYSD Flickr and You Tube pages.



writing a media release



When writing a media release, consider:

The timeliness of your story. How does it relate to local, national, or global current events? Why would others be interested? What makes your experience unique or outstanding?

Where you want to place your story. If you want your event in the newspaper or in local news, distribute PR one to three weeks in advance. If you are looking for a magazine placement, distribute your story 3 to 5 months in advance.

The variety of outlets for your story, from school paper to local web blogs. Also think about your potential audience as that will help you determine appropriate outlets and reporters.

When formatting your media release:

- Write a short, clear headline expressing the release's main point.
- Include the most important information in the first paragraph.
- Answer Who, What, When, Where, Why, and How throughout the body.
- Make sure the sentences and paragraphs are short.
- Include a quote from a project coordinator or participant.
- Keep the release brief, preferably no more than two pages.
- Keep out organizational or field jargon.
- Make sure you include contact name and information at the top of the release; at the end, include a brief description of your organization.

For a **Semester of Service** or Global Youth Service Day media template, visit www.GYSD.org.

There were several nice moments throughout the project when the media covered events. This helped us publicize the project to get support, and it also spread the word about the service-learning concept and the students' good work.

"Honoring the Veterans of WWI," Creekwood MS, Kingwood, Texas



preparing to speak to the media

Speaking to the media for the first time can be a scary experience. If you have invited or are expecting a media presence at some point during your **Semester of Service** experience, here are some tips to remember:

Reporters will be most interested in asking about the issue you are addressing, and why it's important to you. Preparing for the media offers an excellent opportunity to gain public speaking practice and to demonstrate how much you have learned and know about your topic.

BE PREPARED. Members of the media will likely ask:
What have you learned from your volunteer experience?
Why is this issue important to you?
How does it feel when you volunteer in your community?

How to Speak to the Media:

Serving as a spokesperson for your project is a great opening for a demonstration of leadership. Plus, being on television or seeing your name in print is pretty cool.

- Make your descriptions of the event colorful and visual.
- Have a thorough understanding of how your event was implemented.
- Know the 5 Ws and H: Who, What, Where, When, Why, and How.
- Keep your comments positive. If a member of the media asks you a negative question, respond briefly and politely and then continue to explain why you are excited about your project.
- Be excited. Speak with enthusiasm about your project, your school or organization, your volunteer opportunity, and the issues you care about.
- Understand how your project is connected to Youth Service America's **Semester of Service** and Global Youth Service Day.

Note for the teacher: If media will be meeting with your students, plan to have pre-signed parental release forms so that you know which students can have photos taken.



telling your story via social media¹⁹



1. Write a Blog Post

Consider writing a blog post highlighting an upcoming service-learning event/opportunity or recapping one that has already occurred. Feel free to include pictures, quotes, links to resources, and even video clips! Don't currently have a blog or website to post it to? There are a variety of easy websites available to create one – including www.blogger.com and www.wordpress.com.

2. Share Stories with Friends

One of the best ways to share your service-learning efforts with many people is to pass your stories on to your friends. Ask them for their support in helping your good work go viral via places such as Facebook, Twitter, or their email. Just make sure you provide them with a working link to your website or blog so they have a place to direct more friends to.

3. Organize a Tweetup

If you are a user of Twitter, consider engaging multiple users by inviting them to Tweet your efforts at a service-learning opportunity and/or event. Not only will you be gathering individuals who are like-minded and interested in service-learning, but they will be sharing your efforts with a larger group of people on Twitter.

4. Express Yourself Using Video

Videos can sometimes have a greater impact than the written word. Consider visually documenting your service-learning efforts to share with a wider audience. Then upload the video to www.YouTube.com and share the link with others via Facebook, Twitter, and email.

5. Organize an Online Event

Online technologies and social media have made it easier to share news, information, thoughts, and ideas with many people. Think about engaging a wider audience in your service-learning efforts by offering an online opportunity to get involved. Create a hash tag on Twitter for people to search and use, develop an online discussion on Facebook for people to share their thoughts, or post blog articles all day during a service-learning event to keep everyone intrigued.

¹⁹ As presented at YSA's Youth Service Institute, October, 2009. Some of the information above was gathered from Youth Service America's *Service Wire* article, "10 Ways to Support Charity Through Social Media." The original article was created July 14, 2009.



Involving government officials in **Semester of Service** can provide significant civic learning experiences for young people, as they:

Research who their government officials are, learning about the various levels of government and about the political process;

Contact elected officials, practicing formal communications skills;

Develop a presentation for the public official, learning about civic engagement, advocacy, building professional relationships;

Learn how government can work together with groups and citizens to solve problems.

Reaching out to government officials can be intimidating for children and youth, but it doesn't have to be. As students come to understand the role of government, they will recognize themselves as young constituents – and that government officials are there to serve their constituents. Elected officials will welcome the opportunity to support young people who are doing something positive for the community, seeing them as partners in addressing the same needs that are on the agenda for all community leadership.

Below are examples of government officials at the local, state, and national level:

National	State	City/County
<p><i>Members of Congress:</i></p> <ul style="list-style-type: none"> ● U.S. Representatives ● U.S. Senators 	<ul style="list-style-type: none"> ● Governor ● Secretary of State ● Attorney General ● Treasurer ● State Senators ● State Representatives 	<ul style="list-style-type: none"> ● Mayor/Supervisor ● City Council/County Board members ● School Board members ● City/County Manager ● Police Chief/Sheriff ● City/County Clerk ● Agency officials/directors: <ul style="list-style-type: none"> ■ Department of Natural Resources ■ Department of Youth Services ■ Department of Aging, etc.

²⁰ For additional resources on reaching out to engage public officials, please see Youth Service America's *Global Youth Service Day Toolkit*, available online at www.GYSD.org.



reaching out to elected officials during your semester of service



Government officials are those individuals who have gone through a public election process, and who are selected by registered voters, for a specific term.

Agency officials include heads of local, state, and federal agencies or administrative units of government. They also serve for a specific term, but are selected for their position by an elected official to implement policies and assist in running the government.

For example, your state's Governor is an elected official, but if you're doing a service-learning project, you should also consider inviting a member of your State or District Board of Education, as they are elected government officials as well. All U.S. Cabinet officials (such as the Secretary of Defense) are appointed by the President of the United States, and must be confirmed by the U.S. Senate. If you're doing an environmental project, you could invite the director of your State Department of Environmental Quality, who is usually appointed by your state's Governor.

Review the issue that you have chosen to address, and think about those public officials who may also be involved in addressing that issue. Inform them about your **Semester of Service** focus and project, and ask them to join with you.

Here are ten things you can ask public officials to do:

1. Volunteer at an event that is part of your **Semester of Service** project.
2. Come to your school and share with you and other classes what they are doing to address the topic of your **Semester of Service** project.
3. Address volunteers at the launch event or closing celebration.
4. Distribute a media release or a public service announcement highlighting your **Semester of Service** project.
5. Make a public statement or write an op-ed encouraging youth participation in a **Semester of Service** and service-learning.
6. Invite you and your classmates to attend a hearing – or perhaps to present what you have learned as testimony – on the issue that you have chosen as your **Semester of Service** focus.
7. Join with you in inviting your state's congressional delegation, legislators, mayors and local government officials, judges, and their staff to participate in and/or organize activities related to your **Semester of Service**.
8. Host a recognition ceremony at City Hall or at the State Capitol for **Semester of Service** participants.
9. Announce the creation of state or local Youth Advisory Councils to address community needs.
10. Present a call-to-action for community children and youth to address your community's needs through a **Semester of Service**.



taking time to reflect . . .

Youth Service America recommends that student reflection activities during the Action stage address and incorporate the following questions:

- What is working well? What can be improved?
- How are you using your math, science, history, civics and government, or other academic learning skills to complete this project? How does this service experience relate to specific class material?
- How did what you have learned in class help you overcome obstacles or dilemmas encountered in the service-learning experience?
- What careers are present at the community site? What do you think might be satisfying and/or frustrating about this job? What training might you need to be prepared for jobs in this field?
- What similarities do you perceive between you and the people you are serving?
- How are you perceived by the people you are serving?



stage four: reflection



“We are prone to judge success by the index of our salaries or the size of our automobile rather than by the quality of our service and relationship to mankind. . .”

Dr. Martin Luther King, Jr.

Through reflection, youth become aware of what they know. Guided reflection helps youth generate connections between their service-learning experiences, the academic content, and their personal goals and offers students the time to find relevance in the service and learning activities and bridge past, present, and future knowledge.

Experience has shown that reflection is most effective when ²¹:

- it is well-organized, intentional, and continuous – occurring before, during, and after the service activities;
- students are involved in designing, selecting, and leading the reflection activities;
- community partners are a part of the process;
- a variety of learning styles are addressed, meeting students needs and learning goals;
- each reflection activity has a clear objective;
- it is an integral component of the project and students have sufficient time to reflect;
- facilitators wait after asking a question to allow for silence, to enable students to process their experience internally;
- facilitators focus the discussion so the conversations are purposeful;
- it is used to dispel assumptions and stereotypes;
- questions and activities are aligned with the experiential learning cycle: What? So what? Now what?
- topics and questions are linked to project evaluation, goals, and progress monitoring;
- it is used to discuss frustrations, as well as to celebrate successes.

²⁰ Materials throughout the “Reflection” section have been adapted from Susan Abravanel, Keisha Edwards and Kate McPherson, *Service-Learning: Building School-Community Partnerships to Support Career-Related Learning and Extended Application Standards*. Portland, OR: 2006.



reflection: before, during, and after your semester of service

Pre-Service Reflection

Set the stage for service-learning by helping students understand the purpose and the context for their service experience. Having students reflect on previous experiences can help them learn from the past to develop future plans for success.

To help students reflect, ask questions like:

What service activities have you done in the past?

In what ways was this service experience effective for you?

How did the service experience benefit the community?

In what ways was it not valuable?

What can you learn from that experience that might help you be more effective in future service activities?

Complete a KWL Chart showing what you know (K), what you want to know (W), and then when you get back finish your chart with (L), what you learned.

K - What I <u>know</u>	W - What I <u>want to know</u>	L - What I <u>learned</u>

Poster Presentations

Ask students to make a poster that describes the issue they are working on and gives information about the organization with which they are going to be working.

Photo Response

Have students look at a photo of the project site. Have them write what they know about the issue, based on their current knowledge.

Van Conversations and Dialogue with Site Hosts

On the way to the site, ask students to generate some questions they might have about the issue. Prepare them to find out the answers to these questions at the site (through dialogue with site host, guests, observations, etc.).

Knowledge/Assumptions Inventory

Brainstorm what students know about an issue and record on chart paper – or, ask students to write down (anonymously) stereotypes they have relating to the project. At the end of the project, revisit the students' reflections and review their stereotypes based on their experiences at the service site.



Community Mapping

Design an activity in which participants walk or drive through a particular neighborhood or section of town and make observations about livability, income distribution, environmental health, or other relevant concepts; have students draw a map of the types of businesses, people, graffiti, etc. they see during their “tour.”

Reflection During Service

KWL chart

Over time you can fill in the KWL ²² chart, providing a visual reminder of what you are learning.

Two Voices Exercise

Find diverse perspectives related to your service project (from the newspaper, magazine, internet, etc.) Recruit students to read two or more differing perspectives on an issue. Ask the group: Which position is most convincing to you? Why? How might these people most effectively justify their position? What further questions would you ask of these people if they were here with us? What voice(s) are missing? What points are left out in these statements?

Force Field Analysis

At the end of a community mapping activity, ask students to map out the positive and negative factors affecting livability or a related concept in a community. Where does the balance lie? What would need to change in order for livability to be realized?

Reflection on an Article

Give participants an article to read that is related to the service project. Use the article to reflect on students’ service experience. (During longer projects, you may want to compile a full reading packet in advance.)

Quotes

Use quotes as part of an icebreaker by taping one-half of a quote to each person’s back and asking him/her to find the matching “other half”. Consider selecting quotes related to the work for a particular day to get students thinking. During a final reflection ask, “How did your experience at the service site reflect the quote?”

²² Refer back to chart on page 55 of this guide.



academic content and the reflection connection



Use the following questions to reflect on the connections between your service and learning activities, and the intentional academic or curricular content of your **Semester of Service**:

How did you use your math, science, communication, civics and government, or other academic learning skills in planning or completing this project?

How did community applications reinforce and help you build memorable connections for what you are learning in the classroom?

What did you learn about yourself as a learner? How will you be able to use this insight to help you be a more efficient or effective learner in the future?

How does the service experience relate to specific class material?

How did you or adults at your site use writing, reading, communication, science, math, or foreign language skills?

How did the experience contradict or reinforce class material you have studied?

How did what you learned in class help you overcome obstacles or dilemmas in the service experience?

What aspects of your learning may have been due to your service?

Reflection is critical to support learning and understanding. Students will have several modes of reflection throughout the project. . . . Students will be asked to write reflections on what they experienced and learned. Photos and artwork from the visits will be displayed at the schools and the senior centers allowing everyone involved to reflect on the experience. Through a series of inquiries either talking directly to the seniors or learning about their lives from their families or the staff at the adult day care center, some classes will collect and develop pictures, stories, writing and images that will tell the story of their senior partner. These reports will serve as a valuable reflection tool as well as share the experience with a wider audience and help preserve the history of the community.

"Intragenerational Collaborative," Peralta Elementary School, Oakland, California



taking time to reflect . . .

Youth Service America recommends that student reflection activities following the Reflection stage address and incorporate the following questions:

What?

- Report what happened, objectively. Without judgment or interpretation, describe in detail the facts and events of the service experience. What happened? What is the issue you addressed? What events or “critical incidents” occurred?
- How did you use your math, science, communication skills, etc.?
- What careers and/or jobs were present at your service-learning site? What skills did employees use at their jobs? What training and education would adequately prepare someone for this work?

So what?

- Describe what was learned, what difference the event made.
- Discuss your feelings, ideas, and analysis of the service-learning experience.
- How is your experience different from what you expected?
- How have you affirmed or altered your previously assumed knowledge?
- What did you learn from the community that you served?
- What are some of the pressing issues in the community?

Now what?

- Brainstorm what you will do differently in the future as a result of the experience.
- How have these experiences shaped or affirmed your future plans as a learner, citizen or worker?
- Consider broader implications of the service experience and apply learning.
- How is this experience tied to the community?
- What information can you share with your peers?
- What more would you like to learn about this issue?
- What larger social issues come to mind?



stage five: demonstration / celebration



“All labor that uplifts humanity has dignity and importance and should be undertaken with painstaking excellence. . .”

Dr. Martin Luther King, Jr.

Through reflection, youth become aware of what they have learned and accomplished throughout their **Semester of Service** project. Through Demonstration and Celebration – the culminating stage of a service-learning project – youth will articulate and share how the experience impacted their academic and personal growth and the community.

Demonstration / Celebration:

- promotes youth voice and develops youth leadership skills – youth will have the opportunity to express themselves and garner support for their project and cause;
- provides a means to assess youth’s knowledge in an authentic context;
- utilizes higher-order thinking skills of analysis, synthesis and evaluation;
- community members express their gratitude for the work that the youth have done, and youth will become more aware of how they are valued by the community.

When planning demonstration / celebration activities and events, consider utilizing a variety of methods (verbal, written, artistic, technology) and presenting to a variety of audiences (classmates, schoolmates, school staff, family members, community leaders, community stakeholders).

Students invited the Gleaners and school Food Service Manager to class for a planned celebration. The students shared with them the information that they had learned about hunger and food insecurity in Oregon. They displayed their tri-fold posterboard and discussed with them the possible improvements for the future of the project. The students let them know that they were appreciated and that they had helped the fight against hunger.

*“Food for Thought” – Social Responsibilities Class – Hunger and Sustainability Project,
Westland and Western View Middle Schools, Corvallis, Oregon*



Showcase your results and celebrate your outcomes:

- Create websites, videos, web scrapbooks and Power Points that contain before/after pictures of the community and testimonials by service recipients and then have a public showing of the products, such as a Gallery Night displaying your photos;
- Host a Grand Opening event and invite community members to learn about your community garden, restored wetland, cleared trail, beautified park, etc;
- Give a presentation about your service-learning project at a school board or town council meeting;
- Announce your results. Create a poster; send a news release to local media; write an article for the school or community newspaper; put announcements in neighborhood or organizational bulletins, etc;
- Write and perform a skit or play;
- Teach another group of youth or community members what you learned from your service-learning project;
- Host a gathering to thank everyone for their contribution to the service-learning project and celebrate the successes of the project.



taking time to reflect . . .

Youth Service America recommends that student reflection activities during the Demonstration /Celebration stage address and incorporate the following questions:

- What information can you share with your peers?
- How did you become aware of this issue?
- How can more people become aware of this issue?
- What can you do with the knowledge you gained from the experience to promote change?
- How would you motivate others to become involved in service experiences? What would you say to them?



after your semester of service: now what?



Evaluating Your Success

- **What kind of impact did you have on your community need?** Take “after” photos if appropriate, to compare with your “before” photos – or document how your community changed because of your Semester of Service project.
- **Did you meet all stakeholder goals?** Think about all the participants who were a part of your **Semester of Service**, and ask each to join you in evaluating your outcomes.
 - Did you and your fellow students meet your planned service goals, and make a difference in your community?
 - Did you and your teachers meet the intended learning goals?
 - Did your community partner(s) meet their desired goals in joining you in the project?
 - Did you enjoy the process of your project, feel empowered, and motivated to do another **Semester of Service** addressing a different community need – or to continue this project into another phase?
 - What would you do differently the next time? What would you do just the same?
 - How do you think you might want to use the experience you gained in the future?

Recognizing Everyone Who Helped You

- **Send thank-you notes to all sponsors and volunteers.** Be sure to include city or county officials, school personnel, PTA volunteers, and other school or community resources. If available, include copies of “before and after” photos or news clippings about your project.
- **If you received a grant from Youth Service America** to help you with your **Semester of Service** expenses, you will be asked to submit “thank you” notes to the sponsor of your grant. Funders LOVE to hear from you, and to learn how their investment has helped you and your community!
- **Plan to share your evaluation with Youth Service America.** Prepare a post-service reflection and evaluation essay and send it in to us with your photos. We will post it on our Web page and share it widely, so that others may celebrate and learn from your experiences!
- Wherever you post about your **Semester of Service** experience, whether it is YouTube, Flickr or Twitter, remember to use the “tag” **GYSD10 (#GYSD10 on Twitter)** so that we can collect and share your experiences. Remember to thank your sponsors if you are a grantee by tagging your media with their names as well.

To learn more about taking and posting photos to Flickr, sharing videos on YouTube, and updating the world about your Semester of Service via SMS texts using Twitter, visit <http://www.GYSD.org/share>

continuing your semester of service



Think about ways of sustaining and expanding the impact of your **Semester of Service** project:

- What could you do next? How might you expand your project?
- How could you incorporate other “days of service” into another Semester of Service?
(see the Seasons of Service Calendar in the Additional Resources section, pages 63-66)
- Are there other teachers in your school, your district, or in your community whom you could invite to join you in the next phase?
- Are there opportunities to share the work that you and your students did – at a district inservice event, or state or national conference? Contact Youth Service America about presenting your experience at our Youth Service Institute, or to learn about other opportunities.
- Consider submitting your **Semester of Service** experience to www.GoToServiceLearning.org. The site contains easy-to-follow instructions for documenting and uploading your lesson plan.

This project was a considerable amount of work for all of us. However, the rewards that were reaped from the project were immeasurable. Students who did not look at science as a possible future career before were now giving it consideration. Students learned about their environment and learned to think outside what they thought they knew and understood. I learned that opportunities like this are incredibly valuable to students because it was no longer just reading about the ocean on page 120 in their textbooks; for them, it came alive by experiencing it firsthand. These opportunities provide hands-on experiences for our students and a stronger connection to topics they will read about. The next time our students have a challenging opportunity in front of them, they may reflect back on how challenging this project was at times, and how positive it was to finish what they had started.

The initial success of this project has led to it continuing in our school. Students are coming back throughout the years to help with Project Terrapin and it has continued to grow.

The students decide what I do differently every year with this project. I have learned that the most learning occurs for a student when s/he is personally invested. Within reason, the students have some freedom on deciding what they will focus on with this project and other curriculum projects. For example, last year the students and I decided to experiment and change the salt content in which the terrapins are raised in, with a hope that this will increase the success of our hand-rearing. Last year we had a 95% success survival rate.

“Project Terrapin,” Girard College(MS), Philadelphia, Pennsylvania

section V: additional resources

seasons of service calendar 2010

January 2010

January (month)

National Mentoring Month

www.nationalmentoringmonth.org

January 18

Martin Luther King, Jr. Day of Service

www.mlkday.gov

January 25-29

No Name Calling Week

www.nonamecallingweek.org

February 2010

February (month)

African American History Month

www.asalh.org

February (month)

National African American Read-In

<http://www.ncte.org/action/aari/packetinfo>

February 1-5

National Green Week

www.nationalgreenweek.com

February 7

Souper Bowl of Caring

www.souperbowl.org

February 14-20

National Salute Week

<http://www.volunteer.va.gov/NationalSaluteVeterans.asp>

February 15-21

Random Acts of Kindness Week

<http://www.actsofkindness.org/kindnessdays>

February 21

International Mother Language Day

<http://www.un.org/depts/dhl/language/>

February 21-27

National Eating Disorders

Awareness Week

www.nationaleatingdisorders.org

March 2010

March (month)

Best Buddies Month

www.bestbuddies.org

March (month)

Youth Art Month

<http://youthartmonth.org/>

March (month)

National Nutrition Month

<http://www.eatright.org/nnm/>

March 1-May 31

Great American Cleanup

<http://www.kab.org/site/PageServer?pagename=gaclanding>

March 2

Read Across America Day

<http://www.nea.org/grants/886.htm>

March 5

World Book Day

<http://www.worldbookday.com/>

March 7-13

Girl Scout Week

www.girlscouts.org

March 7-13

Teen Tech Week

<http://www.ala.org/ala/mgrps/divs/yalsa/teentechweek/tw10/home10.cfm>

March 8

International Women's Day

<http://www.internationalwomensday.com/>

March 12-14

Areyvut Make a Difference Day

www.areyvut.org

March 18

Absolutely Incredible Kid Day

www.campfire.org

March 22

World Water Day

www.worldwaterday.net

March 22-26

National Youth Violence Prevention Week

<http://www.nationalsave.org/main/YVPC.php>

March 31

Cesar Chavez Day of Service and Learning

<http://www.chavezfoundation.org/>

April 2010

March 1-May 31

Great American Cleanup

<http://www.kab.org/site/PageServer?pageName=qaclanding>

April 2010

April (month)

National Child Abuse Prevention Month

<http://www.preventchildabuse.org>

April 10

Kiwanis One Day

www.kiwanisone.org

April 11-17

National Library Week

<http://www.ala.org/ala/aboutala/offices/pio/natlbraryweek/nlw.cfm>

April 11-17

Week of the Young Child

<http://www.naeyc.org/woyc/>

April 12

National Drop Everything and Read Day

www.dropeverythingandread.com

April 16

National Day of Silence

<http://www.dayofsilence.org/index.cfm>

April 17-25

National Park Week

<http://www.nps.gov/npweek/>

April 18-24

National Volunteer Week

<http://www.pointsoflight.org/signature-events-and-series>

April 22

Earth Day

www.earthday.net

April 23-25

Global Youth Service Day

www.GYSD.org

April 25

World Malaria Day

www.malariamore.org

www.rollbackmalaria.org/worldmaliaday/

April 25

J-Serve

<http://www.jservice.org/>

April 30

El día de los niños/El día de los libros (Children's Day/Book Day)

<http://www.ala.org/ala/mgrps/divs/alsc/initiatives/diadelosninos/index.cfm>

May 2010

March 1-May 31

Great American Cleanup

<http://www.kab.org/site/PageServer?pageName=qaclanding>

May (month)

National Foster Care Month

www.fostercaremonth.org

May (month)

Older Americans Month

http://www.aoa.gov/AoARoot/Press_Room/Observances/oam/oam.aspx

May (month)

Asian Pacific American Heritage Month

<http://asianpacificheritage.gov/>

May (month)

National Youth Traffic Safety Month

<http://www.noys.org/>

May (month)

National Preservation Month

<http://www.preservationnation.org/take-action/preservation-month/>

May 1

Law Day

<http://www.abanet.org/publiced/lawday/home.shtml>

May 1

Join Hands Day

<http://joinhandsday.org/>

May 2-8

Be Kind to Animals Week

<http://www.americanhumane.org/protecting-animals/special-events/be-kind-to-animals-week/>

May 3

Music Monday

www.namm.org

May 5

National Day to Prevent Teen Pregnancy

<http://www.thenationalcampaign.org/national/default.aspx>

May 8

World Red Cross/Red Crescent Day

<http://www.ifrc.org/meetings/events/8May2009/index.asp>

May 8

World Fair Trade Day

<http://www.worldfairtradeday10.org/>

May 8-15

AmeriCorps Week

<http://www.americorpsweek.gov/>

May 9-June 20 (Mother's Day-Father's Day)
National Family Month
<http://www.kidspeace.org/nationalfamilymonth.aspx>

May 21
World Day of Cultural Diversity for Dialogue and Development
http://www.un.org/depts/dhl/cultural_diversity/

May 25
National Missing Children's Day
http://www.missingkids.com/missingkids/servlet/PageServlet?LanguageCountry=en_US&PageId=1992

May 31
World No Tobacco Day
<http://www.who.int/tobacco/wntd/2010/announcement/en/index.html>

June 2010

May 9-June 20 (Mother's Day-Father's Day)
National Family Month
<http://www.kidspeace.org/nationalfamilymonth.aspx>

June (month)
Gay and Lesbian Pride Month
<http://www.america.gov/st/diversity-english/2008/June/200806161048511cJsamohT8.549136e-02.html>

June 5
World Environment Day
<http://www.unep.org/wed/2009/english/>

June 12
World Day against Child Labor
<http://www.ilo.org/ipecc/Campaignandadvocacy/WDAWLWorldDay2010/langen/index.htm>

June 14
World Blood Donor Day
<http://www.who.int/worldblooddonorday/en/>

June 20
World Refugee Day
<http://www.unhcr.org/pages/49c3646c458.html>

June 21
National Summer Learning Day
http://www.summerlearning.org/index.php?option=com_content&task=view&id=104&Itemid=426

July 2010

July 11
World Population Day
<http://www.unfpa.org/wpd>

August 2010

August 1
National Kids Day
<http://www.kidspeace.org/nationalkidsday.aspx>

August 3
National Night Out
<http://www.nationaltownwatch.org/nno/>

August 9
International Day of Worlds' Indigenous Peoples
<http://www.un.org/depts/dhl/indigenous/>

August 12
International Youth Day
<http://www.un.org/esa/socdev/unyin/youthday.htm>

September 2010

September (month)
Hunger Action Month
<http://hungeractionmonth.org/>

September (month)
Corporate Month of Service

September 8
International Literacy Day
<http://www.un.org/Depts/dhl/literacy/index.html>

September 11
National Day of Service and Remembrance
<http://911dayofservice.org>
September 15-October 15
National Hispanic Heritage Month
<http://www.hispanicheritagemonth.gov/>

September 17
Constitution Day
<http://www.constitutionday.cc/>

September 21
International Day of Peace
<http://internationaldayofpeace.org/>

September 25
Boys & Girls Clubs Day for Kids
<http://dayforkids.org/>

October 2010

September 15-October 15
National Hispanic Heritage Month
<http://www.hispanicheritagemonth.gov/>

October (month)
Domestic Violence Awareness Month
<http://www.ncadv.org/takeaction/DomesticViolenceAwarenessMonth.php>

October 3
Intergeneration Day
<http://www.intergenerationday.org/>

October 4

World Habitat Day

<http://www.habitat.org/cd/local/affiliate.aspx?place=60>

October 7

World Sight Day

<http://www.vision2020.org/main.cfm?type=WORDSIGHTDAY>

October 10

World Mental Health Day

<http://www.wfmh.org/00WorldMentalHealthDay.htm>

October 16

World Food Day

<http://www.fao.org/getinvolved/worldfoodday/worldfoodday-about/en/>

October 17

International Day for the Eradication of Poverty

<http://www.un.org/esa/socdev/social/intlDays/IntlDay/index.html>

October 17-23

Teen Read Week

<http://www.ala.org/ala/mgrps/divs/yalsa/teenreading/trw/trw2009/home.cfm>

October 18-22

America's Safe Schools Week

<http://nationalsave.org/main/safe%20schools%20week.php>

October 20

National SAVE (Students Against Violence Everywhere) Day

<http://www.nationalsave.org/main/SAVEDay.php>

October 22

Lights on Afterschool

<http://www.afterschoolalliance.org/loa.cfm?CFID=5002856&CFTOKEN=91563077>

October 23

Make a Difference Day

<http://www.usaweekend.com/diffday/aboutmadd.html>

November 2010

November (month)

National American Indian and Alaska Native Heritage Month

<http://www.ihs.gov/PublicAffairs/Heritage/Index.cfm>

November (month)

National Runaway Prevention Month

<http://www.1800runaway.org/>

November 8-14

World Kindness Week

<http://www.actsofkindness.org/>

November (Second full week)

Youth Appreciation Week

<http://www.optimist.org/e/member/activities3.cfm>

November 11

Veteran's Day

<http://www1.va.gov/opa/vetsday/>

November 13

World Kindness Day

<http://www.actsofkindness.org/>

November 14

World Diabetes Day

<http://www.worlddiabetesday.org/>

November 14-20

American Education Week

<http://www.nea.org/aew/index.html>

November 15

America Recycles Day

<http://www.americarecyclesday.org/>

November 15-20

National Hunger and Homelessness Awareness Week

<http://www.nationalhomeless.org/projects/awareness/index.html>

November 20

National Family Volunteer Day

<http://disney.go.com/disneyhand/familyvolunteers/>

November 21-27

National Family Week

<http://www.nafamilyweek.org>

December 2010

December (month)

National Drunk and Drugged Driving Prevention Month

<http://sadd.org/national3d.htm>

December 1

World AIDS Day

<http://www.worldaidscampaign.org/>

December 3

International Day of Persons with Disabilities

<http://www.un.org/disabilities/default.asp?id=1484>

December 5

International Volunteer Day

<http://www.wrlvolunteerweb.org/index.php?id=3060>

December 10

Human Rights Day

<http://www.un.org/en/events/humanrightsday/2009/>



annotated semester of service resource list

Lesson Plans and Activities

Community Lessons: Promising Curriculum Practices

Julie Bartsch and contributing teachers (Massachusetts Dept. of Education, et. al., 2001).

www.doe.mass.edu/csl/comlesson.pdf

Issue-based service-learning lesson plans for elementary – high school grade levels; each plan includes objectives, standards, procedures and assessments

GoToServiceLearning.org

www.gotoservicelearning.org

Interactive web-based resource housing a database of best-practice service-learning lesson plans, developed by experienced service-learning teachers and their students across the United States

The Complete Guide to Service Learning: Proven, Practical Ways to Engage Students in Civic Responsibility, Academic Curriculum, & Social Action (Revised & Updated Second Edition)

by Cathryn Berger Kaye

Minneapolis: Free Spirit Publishing, 2010

Comprehensive, creative and easy-to-use resource for understanding, developing and implementing service-learning

Project Planning

A Guide to Engaging Students in Service-Learning Projects Addressing Hometown Safety

Florida Service Preparedness and Response Coalition (SPaRC), 2006

http://www.fsu.edu/~flserve/resources/sparcmanual/SPaRC_Manual.pdf

Service-learning project examples, action planning and reflection activities and activities to assess knowledge

Global Youth Service Day Toolkit

<http://YSA.org/GYSD>

A comprehensive guide to planning, organizing, and leading service projects for Global Youth Service Day or any service event. The toolkit's tips, resources, charts, checklists, and questions provide a project management framework.

K-12 Service-Learning Project Planning Toolkit: 2009 Updated Edition

http://www.servicelearning.org/filemanager/download/8542_K-12_SL_Toolkit_UPDATED.pdf

RMC Research Corporation, for Learn and Serve America's National Service-Learning Clearinghouse Guidelines for implementing service-learning project based on the IPARD/C model; includes guidelines for on-going reflection and assessment

Reflection

A Concise Guide to Reflection

Youth Service California

<http://calservenetwork.org/Concise%20Guide%20to%20Reflection.pdf>

Suggested reflection activities based on Howard Gardner's theory of multiple intelligences

Connecting Thinking and Action: Ideas for Service-Learning Reflection

RMC Research Corporation, 2003

<http://www.servicelearning.org/filemanager/download/132/Reflection%20Guide%20Internet1.pdf>

Creative and interactive reflection activities connected to academic subjects for grades K-12

Martin Luther King, Jr. Day of Service Resources

Martin Luther King, Jr. Day of Service Project Tips

www.mlkday.gov/resources/tips/

Tips for planning a King Day of Service project including strategies for building partnerships, training team leaders and incorporating reflection into the service project.

Martin Luther King, Jr. Day: A Guide for Families, Schools and Communities

Oregon Volunteers

<http://www.oregonvolunteers.org/cms/images/martinlutherkingtest.pdf>

Contains historical information, suggestions for student activities, quotes and reflection opportunities

Student Action Teams: Learning in the Community – A ‘How To’ Manual

Australian Youth Research Centre, May 2003

<http://www.eduweb.vic.gov.au/edulibrary/public/curricman/middleyear/StudentActionTeamsManual2003.pdf>

Guide that focuses on the decisions and choices that must be considered when planning a youth-led service-learning project. Includes worksheets for each stage of the planning process.

Institutionalization: Building Support for S-L

Building Community through Service-Learning: the Role of the Community Partner

Susan Abravanel, SOLV, for the Education Commission of the States, 2003

www.ecs.org/clearinghouse/44/03/4403.pdf

Explores the perspective of the community partner in service-learning; a “how-to” resource for building sustainable community partnerships

Learning that Lasts: How Service-Learning Can Become an Integral Part of Schools, States and Communities

Education Commission of the States

<http://www.ecs.org/clearinghouse/40/54/4054.pdf>

Strategies to strengthen and institutionalize service-learning at the state, local and school levels

Learning that Lasts Field Guide

Education Commission of the States

<http://www.ecs.org/clearinghouse/60/79/6079.pdf>

Companion piece to *Learning that Lasts: How Service-Learning Can Become an Integral Part of Schools, States and Communities*. Contains activities to guide the process of institutionalizing service-learning

Professional Development Opportunities

Service-Learning Professional Development Modules

http://www.service-learningpartnership.org/site/PageServer?pagename=pub_toolecd

Downloadable training modules that focus on the implementation and institutionalization of service-learning as well as reflection.

National Service-Learning Conference

<http://nslc.nylc.org/>

The largest annual gathering of youth and practitioners involved in service-learning

Diversity

Disability Etiquette Tips

National Organization on Disability

<http://www.nod.org/index.cfm?fuseaction=Feature.showFeature&FeatureID=124>

Preparing your Organization to Engage People with Disabilities

by City Cares, Points of Light Foundation, and Youth Service America, through a grant from the Corporation for National and Community Service 2002

<http://www.nationalserviceresources.org/node/17466>

Excerpt from The Effective Practices Guide to Creating Inclusive and Accessible Days of Service

Inclusion: Creating an Inclusive Environment: A Handbook for the Inclusion of People with Disabilities in National and Community Service Programs

UCP Access AmeriCorps

<http://www.serviceandinclusion.org/handbook/inclusion.pdf>

Comprehensive guidebook that explains concept of inclusion and offers strategies for outreach, recruitment, accessibility, accommodations, volunteer management and retention and program evaluation.

We Were There, Too! Young People in U.S. History

By Phillip Hoose

New York: Melanie Kroupa Books, Farrar Straus Giroux, © 2001 by Phillip Hoose

Exploring the role that young people have played throughout U.S. History

Dropout Prevention

Engaged for Success: Service-Learning as a Tool for High School Dropout Prevention

A Report by Civic Enterprises in association with Peter D. Hart Research Associates for the National Conference on Citizenship by John M. Bridgeland, John J. Dilulio, & Stuart C. Wulsin

<http://www.civicerprises.net/pdfs/service-learning.pdf>

Student perspectives on service-learning and dropout prevention strategies

On the Front Lines of Schools: Perspectives of Teachers and Principals on the High School Dropout Problem

A Report by Civic Enterprises in association with Peter D. Hart Research Associates for the AT&T Foundation and the America's Promise Alliance by John M. Bridgeland, John J. Dilulio, Jr. and Robert Balfanz

<http://www.civicerprises.net/pdfs/frontlines.pdf>

Teacher and administrator perspectives on service-learning and dropout prevention strategies

The Silent Epidemic: Perspectives of High School Dropouts

A report by Civic Enterprises in association with Peter D. Hart Research Associates for the Bill & Melinda Gates Foundation by John M. Bridgeland, John J. Dilulio, Jr. and Karen Burke Morison

<http://www.civicerprises.net/pdfs/thesilentepidemic3-06.pdf>

Service-Learning and Dropout Prevention

by RMC Research Corporation July 2008

http://www.servicelarning.org/filemanager/download/two-page_fs/SL_and_Dropout_Prevention_FS_Short.pdf

Brief overview of service-learning as a promising strategy for dropout prevention

Civic Engagement and Social Justice

What Kind of Citizen? The Politics of Educating for Democracy

by J. Westheimer and J. Kahne

http://www.civicsurvey.org/what_kind_of_citizen.pdf

Results of a study to understand and describe the variety of definitions and actions of good citizenship.

César E. Chávez Campaign: Stepping Up for Social Justice

by César E. Chávez Foundation

<http://www.chavezfoundation.org/pdf/ChavezCampaignHStoPDF.pdf>

Service-learning curriculum organized around César Chávez's core values. Each lesson provided in the curriculum is aligned with the National Assessment of Educational Progress (NAEP) Content Knowledge Standards.

The Impact of Participation in Service-Learning on High School Student's Civic Engagement

by Shelley Billig, Sue Root, and Dan Jesse

CIRCLE Working Paper 33, May 2005

<http://www.civicyouth.org/PopUps/WorkingPapers/WP33Billig.pdf>

A study that analyzed the effects of service-learning compared to more traditional ways of teaching similar subject areas. The paper explains the effect of service-learning participation on students' civic knowledge, skills, dispositions, and activities.

Research and Impact

The Impact of Participation in Service-Learning on High School Students' Civic Engagement

by Shelley Billig, Sue Root and Dan Jesse

<http://www.civicyouth.org/PopUps/WorkingPapers/WP33Billig.pdf>

RMC Research Corporation, Denver, CO

CIRCLE Working Paper 33, May 2005

It's Their Serve

by Shelley Billig

Leadership for Student Activities, April 2009 edition

<http://www.ode.state.or.us/teachlearn/specialty/servicelearning/its-their-serve.pdf>

Explanation of the K-12 standards for quality practice and each standard's indicators, including an explanation of the IPARD/C model

Support for K-12 Service-Learning Practice: A Brief Review of the Research

by Shelley Billig

http://www.pilambda.org/horizons/v80-4/03_billig.pdf

Brief explanation of the impacts of service-learning on students and schools

Unpacking What Works in Service-Learning: Promising Research-Based Practices to Improve Student Outcomes

by Shelley Billig

http://www.nylc.org/rc_downloadfile.cfm?emoid=14:704&property=download&mode=download

Explanation of the K-12 standards

YSA Resources

ServiceWire Conference and Event Calendar

<http://www.servicewire.org/conferences>

Listing of service-learning and service related conferences and events

General

Corporation for National & Community Service Resource Center

<http://nationalserviceresources.org>

Training and technical assistance provider for the Corporation for National and Community Service's programs: Senior Corps, AmeriCorps, VISTA, NCCC, and Learn and Serve America

National Service-Learning Clearinghouse

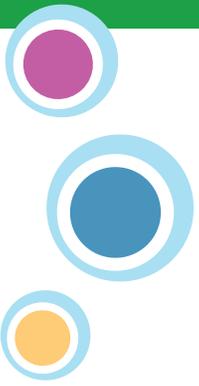
www.servicelearning.org

Database of resources to support service-learning programs, practitioners, and researchers in K-12, higher education, community-based initiatives and tribal programs.

National Service-Learning Partnership

<http://www.service-learningpartnership.org/site/PageServer>

National network of members dedicated to advancing service-learning as a core part of every young person's education.



learn more at
www.semesterofservice.org
www.GYSD.org

