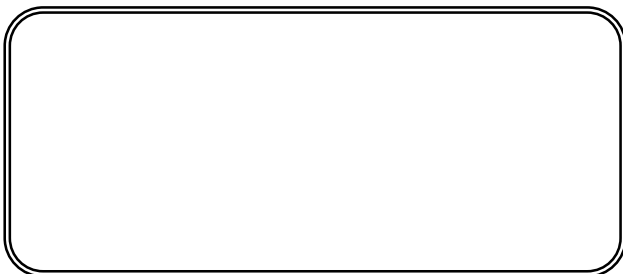
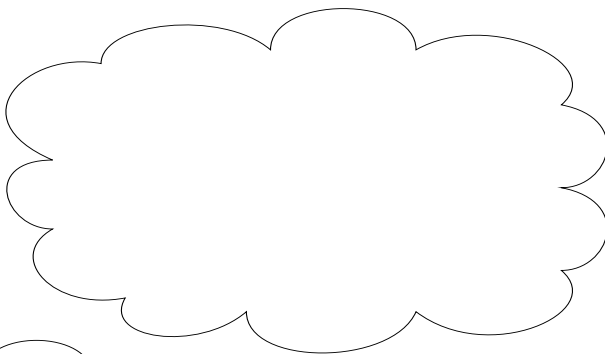


KEY CONCEPTS for SERVICE LEARNING

SERVICE LEARNING always has . . .

- Academic Relevance, Rigor & Application
- Social Analysis and High Level Thinking
- Youth Initiative, Voice & Choice
- Reciprocal Partnerships
- Observing Change over Time
- Authenticated Need
- Aspects of Social & Emotional Integration
- Inquiry Based: Purpose and Process
- Emphasis of Intrinsic over Extrinsic
- Reciprocal Relationships
- Career Ideas
- Global Connections
- R e f l e c t i o n
- Literature
- 21st Century Skill Integration

BIG Ideas



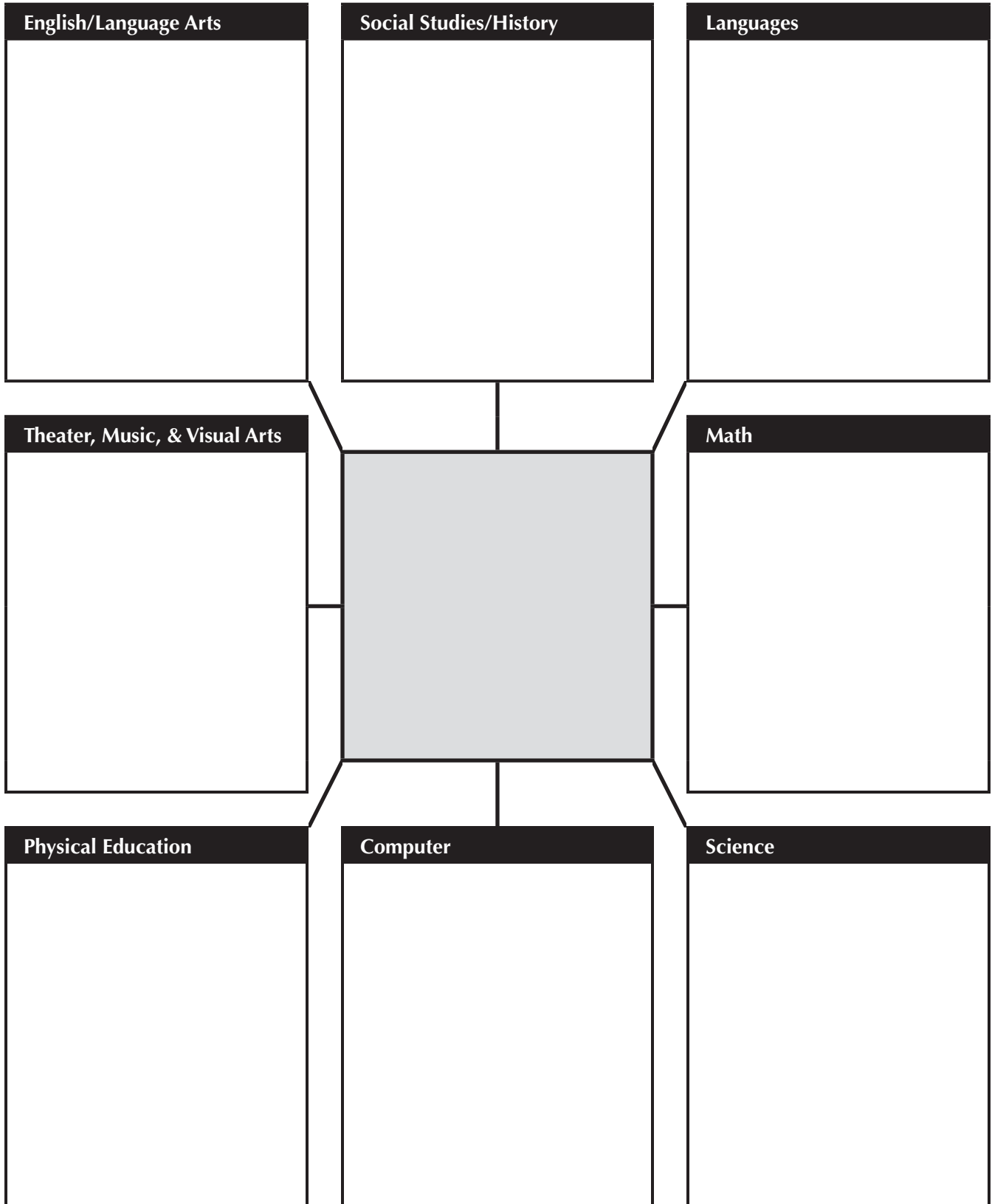
With 21st Century Skills, students can:

- ask questions
- listen and retain
- be observant
- identify similarities and differences
- work independently, with partners, and in groups
- identify and apply their skills and talents
- develop their interests
- show curiosity that leads to innovation
- learn from mistakes
- distinguish between cognition and affect (thoughts and feelings)
- discern what has value
- maintain integrity in thought and action
- extend ideas
- acquire assistance as needed
- exhibit resilience
- be resourceful
 - gather and manage information
 - summarize and take notes
- effectively solve problems
 - test hypotheses
 - follow-through with reasonable steps
- organize their time and activities
- incorporate *change* as a constructive process to learning and to life
- **transfer ideas to new settings and situations**

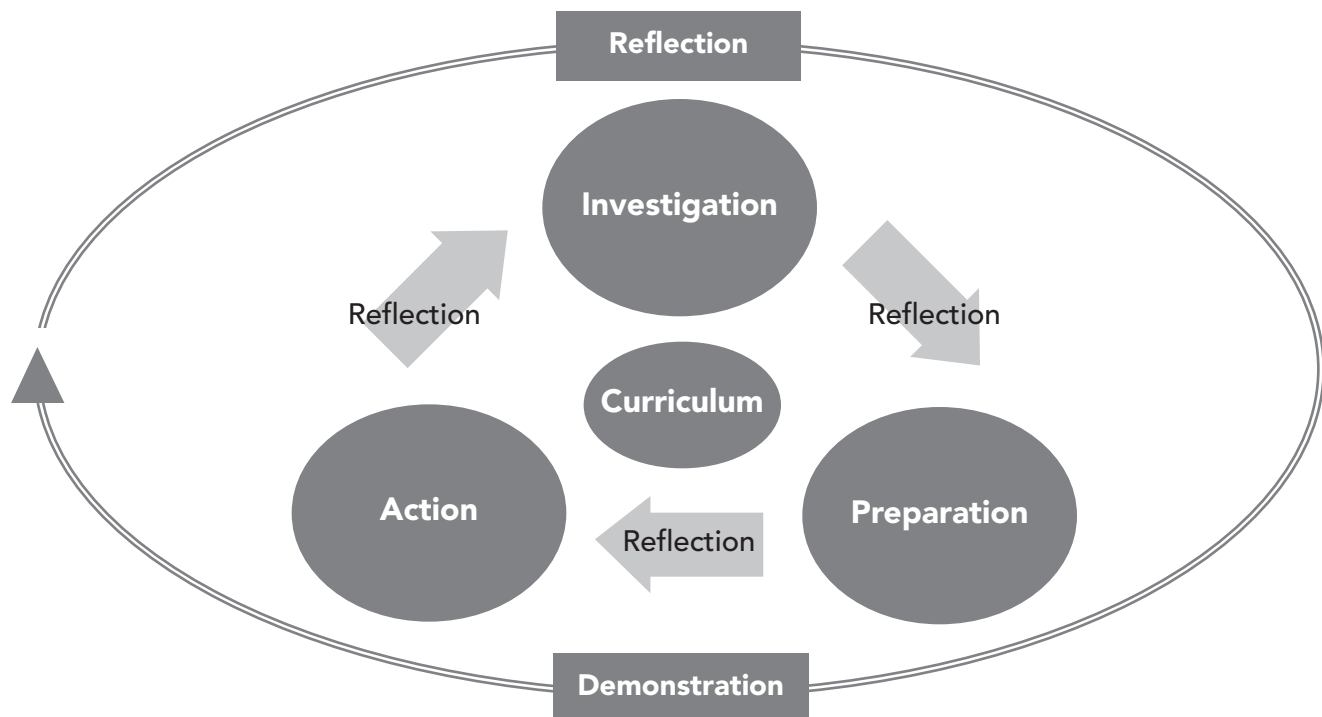
When done well, **Service Learning** *moves* the curriculum forward integrating essential skills with content knowledge, advancing competencies and confidence.



Across the Curriculum



The Five Stages of Service Learning: A Dynamic Process



In this design, service learning is seen as an engaging dynamic building on the core curriculum.

Investigation: Includes both the *inventory* or *profile* of student interest, skills and talents, and the *social analysis* of the issue being addressed. For this analysis, students gather information about the issue through action research that includes use of varied approaches: media, interviews of experts, surveys of varied populations, and direct observation and personal experiences. The action research typically reveals the authentic need that students will address.

Preparation: The service learning process moves the curriculum forward as students *continue to acquire content knowledge* and raise and resolve questions regarding the authentic need. They identify community partners, *organize a plan* with clarification of roles, responsibilities and time lines, and develop *skills* needed to successfully carry out the plan.

Action: Students implement their plan through *direct service*, *indirect service*, *advocacy*, and/or *research*. Action is planned with partners based on mutual understandings and perspectives, and aims for reciprocal benefits for all involved.

Reflection: Reflection is ongoing and occurs as a considered summation of thoughts and feelings regarding essential questions and varied experiences to inform content knowledge, increase self-awareness, and assist in ongoing planning. When students have varying modalities for reflection, they grow to identify their preferred ways to reflect and value the reflective process. This leads to students becoming reflective by choice.

Demonstration: Student demonstration *captures the entire service learning experience*, beginning with investigation, and includes what has been learned, the process of learning, and the service or contribution accomplished. Sharing this with an audience educates and informs others. Students draw upon their skills and talents in the manner of demonstration, often integrating technology.



Planning for Dynamic Learning

Organizing Concepts

Teacher Overarching Purpose

Enduring Understandings

Essential Questions

Central Idea & Content

Related Needs

Youth Voice and Choice

Investigation

Personal Inventory/Profile

Media

Interview

Survey

Observation

Ongoing Reflection with Varied Modalities

Preparation

Action

Direct

Indirect

Advocacy

Research

Demonstration

Thinking Skills

Social Skills

Communication Skills

Curricular Connections

English and Language Arts

Social Studies

Science

Math

Arts

Languages

Technology

Physical Education

Vocabulary

Books and other Resources

Global Connections

Community Partners

Sequencing, with Standards and Assessments



Leadership Opportunities

Social, Emotional and Character Development

Engaging Teaching Methods

Assessment Protocols

- Observation
- Performance
- Product
- Written
- Discussion
- Visual—art, photo, video
- Acting/Role play
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