



Service Learning Guide for Instructors

for use with all NMSCC Courses

Table of Contents

What is Service Learning?.....	3
Why are Lessons in Service Learning Important?.....	4
IGNITE.....	5
Example Service Learning Project.....	6
Adaptations for Service Learning Projects.....	11
Ideas for Future Service Learning Projects.....	12
Service Learning Quadrants.....	13
Resources.....	14



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A POINTS OF LIGHT ENTERPRISE

"You are braver than you believe, stronger than you seem and smarter than you think." - Winnie the Pooh

What is Service Learning?

When signing the Edward M. Kennedy Serve America Act in April, Obama said, "We need your service, right now, at this moment in history. I'm not going to tell you what your role should be; that's for you to discover. But I am asking you to stand up and play your part. I am asking you to help change history's course."

Service learning is a hands-on teaching and learning strategy that combines meaningful service and classroom content. Service learning creates authentic learning opportunities while teaching civic responsibility through service to others with reciprocal benefits for all involved. Students discover intrinsic motivation when they care about the subject matter and recognize a need they can fulfill in their communities. Meeting academic standards is realized as classrooms are filled with engaged students and teachers.

High-quality service-learning is arranged by the following five steps, guiding students through their development of meaningful service activities linked to academic goals:

Investigate

Identify a local, national, or global need your group would like to address that pertains to your current leadership course.

- Assess the community need.
- Identify possible community partners.
- Establish a baseline.

Prepare and Plan

Develop a strategy for change and a common vision for success.

- Identify the service and learning goals that would align with your class project.
- Create your action plan with your group.

Act

- Apply the service activity to make a difference.
- Document your activity in journals.
- Create a presentation to be shared with the class.

Reflect

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

- Reflect before, during, and after your service and learning and how it pertains to becoming a leader in school as well as your community.

Showcase and Celebrate

- Showcase your results and celebrate your outcomes.
- Share what you have done and what you have learned with your classmates.

"Leadership is the art of getting someone else to do something you want done because he wants to do it." Dwight D. Eisenhower

Why Are Lessons In Service Learning Important?

Finding out the needs of the community is one of the most essential parts of service learning. You would not offer a product to someone without first finding out if it was something he or she needed; that would be like giving someone who cannot see well a hearing aid instead of a pair of glasses. Once needs are identified, you will work with your groups to design and implement a service learning project that will help your community.

What students will DO with these Lessons?

Learn the importance of determining the difference between wants versus needs. Learn about your community's health and environmental needs generally and begin to collect and examine them. Participate in teambuilding activities and discuss the importance of working as a team. Generate and collect ideas to help you with your project such as finding community partners. Keep a learning log throughout the planning, implementing, celebrating, and presenting of your project. Learn to prioritize, organize, define roles, plan, advertise, and implement a project.

IGNITE! will help you with your plan of action:

- I Identify – needs
- G Gather – supplies
- N Network – create community partnerships
- I Inform – other students, etc. + media. Get their input and get them on board
- T Teamwork – make sure you contribute input, skills, and talents to your team
- E Encourage – all students to focus and stay positive!

Students learn these skills by:

- Determining the needs in the community
- Generating ideas and establishing priorities
- Finding community partners
- Organizing and establishing roles
- Gathering supplies
- Running a media campaign
- Motivating classmates to participate
- Planning and implementing a project

IGNITE!

The steps for planning the service learning projects are called IGNITE! When something ignites, it catches fire and spreads...just like a good idea or a service project that makes a difference.

Go through the steps:

Step One: Identify the specific needs of the community and a service project to meet these needs.

Step Two: Gather supplies to help you with this project.

Step Three: Network with community members and organizations to create a partnership. Possible donations may include supplies, or volunteer hours. Also, gather parents, community members, teachers, or other students to help you.

Step Four: Inform other students, parents, community members, and the media about your project. Get their input and get them onboard.

Step Five: Teamwork! Work together as classmates to accomplish your goal. Make sure that you contribute to the project by providing input, as well as your skills and talents.

Step Six: Encourage everyone to remain positive throughout the planning process and keep all eyes on the service project goal.

Example Service Learning Project

The Power of One

I was getting on the city bus when the woman in front of me dropped a handful of change. Instinctively, I bent down to pick it up to give it back to her...and you wouldn't believe how much it meant. She was so appreciative, she thanked me three times, once right there, a second time when we were on the bus and a third time as she was getting off. It seems silly to be so thankful about such a small thing...but she explained that it was the concept of someone caring to help her. This made me realize that we all have a tremendous amount of power - the power to impact the lives of those around us. Small actions can make a big impact, just think back to a time when a stranger smiled at you and suddenly your day wasn't so bad anymore. There's something to be said for human interaction. It's mind boggling how many people there are on Earth and that despite this, many of us feel a sense of loneliness. It doesn't have to be that way. From Kathy Hall

Example One (Shown in IGNITE! formula below Lesson Plan)

Students will review their research on famous philanthropists. Students will discuss how caring and simple, random acts of kindness, can lead to their own philanthropy. Students will document their discussions in their project journals. Groups will create a "Pass it On Baton".

Objectives

- Identify examples of Random Acts of Kindness (RAK)
- Make a list of personal and group RAKs that will be performed
- Create a "Pass it On Baton"

Key Words

Random Act of Kindness

Charity

Self-esteem

Sense of worth

Compassion

Instructions

Look up the definitions to the key words. Make up a list of Random Acts of Kindness (RAK) that you could perform as a group and individually. Record in your journal the following information:

- Compare and discuss your personal lists of RAKs.
- What RAK could you perform as a group?
- How do you think your RAKs will help the community?
- Record "Who, Where, When, How, and What" may occur when you perform your chosen personal and group RAKs

- Make your “Pass it On” Baton
- Students will perform their Instructor approved RAKs during the following week and record what occurred.

Activities

(10 minutes)

1. Review your research.

(15 minutes)

2. Define key words.

(40 minutes)

3. Record information in your journal.

(30 minutes)

4. Make your “Pass It On” Baton

Materials

- Dictionary
- Journals
- Popsicle sticks or tongue depressors
- Colored markers or paint
- Permanent markers
- Construction Paper
- Instructions on how to make batons

“Pass it On” Baton Instructions

Each group should have markers, paints, popsicle sticks (or tongue depressors), and construction paper.

Students will paint and decorate their “batons” any way they wish.

On one side of the “baton” students will write “Random Act of Kindness”. On the other side, “Pass it On”.

Students should make as many “batons” as needed to cover the RAKs on their lists.

Students can make more “batons” at home if they wish.

Random Acts of Kindness IGNITE

(Step One) IDENTIFY

Students will identify what philanthropists have done to help their communities. Students will discuss how caring and simple, random acts of kindness, can lead to their own philanthropy. Students will identify examples of Random Acts of Kindness (RAK) in the Identify section of their workbooks. They should also include a list of personal and group RAKs that will be performed.

Have students brainstorm, as a group, some of what needs to be planned in order to make your project a success. Have the group Identify:

1. Project location

2. Partnership and cosponsors
3. Necessary supplies
4. Time needed to carry out the project
5. Permission slips from parents or guardians

After brainstorming project needs, students will use the Service Project Planning Worksheet to list their goals and begin listing supplies needed and organizations the group may want to contact.

Identify supplies needed to create a “Pass it on Baton”.

(Step Two) GATHER

Students will gather what is needed for their RAK project and the “Pass it on Baton” and record in the Gather section of their SLGs. Students should gather the following information:

1. Money needed for the project, if any.
2. Names of fund raising projects and donations planned.
3. Permission from appropriate authorities.
4. Time line for the project.
5. Materials to make “Pass it on Baton”:
 - Dictionary
 - Journals
 - Popsicle sticks or tongue depressors
 - Colored markers or paint
 - Permanent markers
 - Construction Paper
 - Instructions on how to make batons

(Step Three) NETWORK

Network with community members and organizations that are interested in RAKs. Possible donations may include supplies, or volunteer hours. Also, gather parents, community members, teachers, or other students to help you. Write your information in your SLG.

(Step Four) INFORM

Have students look at the breakdown of their Project Task List. Have students determine how they can inform the public about their RAK project. Consider writing letters while others are busy role-playing or making phone calls or visits to businesses. Design fliers as well as the “Pass it on Baton”. Inform students about the key words and their meanings. (Random Act of Kindness, Charity Self-esteem Sense of worth and Compassion). Use these words when informing the school and the public of the group’s RAK project. Write your information in your SLG.

(Step Five) TEAMWORK

Discuss what it means to work together as a team on your project, and brainstorm ways the group can work together to ensure tasks are complete before you execute projects. Fill in the “Teamwork” part of the IGNITE! Section of your SLGs. Groups should complete the following:

1. Each group should have markers, paints, popsicle sticks (or tongue depressors), and construction paper.
2. Students will paint and decorate their “batons” any way they wish.
3. On one side of the “baton” students will write “Random Act of Kindness”. On the other side, “Pass it On”.
4. Students should make as many “batons” as needed to cover the RAKs on their lists.
5. Students can make more “batons” at home if they wish.

(Step Six) ENCOURAGE

Discuss the importance of the “E” in IGNITE! Encourage. Brainstorm ways to encourage each other to do your best while working on the service project, and use these suggestions to fill in the Encourage section of IGNITE!:

1. Discuss ways your group has encouraged each other to perform Random Acts of Kindness.
2. Discuss how you think the group’s service project will encourage others to perform Random Acts of Kindness.
3. Encourage others to perform Random Acts of Kindness at home, school and in the community.

Example 2 (Use the same IGNITE! Formula)

Students will review information from the Part 2 of the project in their journals. Students will discuss the RAKs they performed as a group and individually. Students will compare what was recorded previously and record what actually occurred when performing the RAKs. Students will document their discussions in their project journals. Groups will create a PowerPoint based on their experiences.

Objectives

- Make a list of personal and group RAKs that were performed
- Record how you felt as a group and individually, before/during/after performing your RAK
- Record everything that occurred as a group and individually, before/during/after performing your RAK

Key Words

Random Act of Kindness

Charity

Self-esteem

Sense of worth

Compassion

Instructions

Each group will review what was previously recorded in their journals. Record in your journal the following information:

- What RAK did you perform as a group?
- How did your RAKs help the community or the individual?
- Record “Who, Where, When, How, and What” occurred when you performed your chosen personal and group RAKs
- Record how you felt as a group and individually.
- Create a PowerPoint Presentation to view with your class. You may also wish to post on the youth.foundationcenter.org website

Activities

(10 minutes)

1. Review your journal information from Part 2.

(10 minutes)

2. Discuss what happened when group members performed RAKs individually.

(20 minutes)

3. Record information in your journal.

(40 minutes)

4. Make your PowerPoint Presentation

Materials

- Journals
- PowerPoint

Other examples of RAK:

1. Plan a classroom or school recycling effort. Contact a local agency to see if it would be willing to remove your recyclables. Find out how they must be sorted and stored. Collect and recycle everything you can. Contact your local media for publicity of your efforts.
2. Create and deliver baskets of kindness for the elderly or shut-ins. Talk with local merchants and ask for free supplies or ideas. Take a class field trip to deliver the baskets. Hold a canned food drive and give the food to your local food bank or shelters for the homeless. Be sure to include some kindness cards or books with the delivery.
3. Make hearts for Valentine’s Day and post them all over the school. Include the name of one student, teacher, administrator, janitor, volunteer, etc., and write a kindness act to complete on each heart. Be sure that students find their hearts and complete their assigned task. Record comments and thoughts about the activity from students and staff members and publish them in the school newspaper.
4. Promote special classroom recycling projects. The profits can benefit a special Random Act of Kindness activity or local cause.
5. Study kind people in history. Have students illustrate their kind works and discuss them in class or write a report

Adaptations for All Projects

Consider keeping projects for:

6th Grade in the “School Community” and work more with arts and crafts that deal with the Service Learning Project.

7th Grade in the “School Community” and “Personal Community” (home, church, relatives) and add more research and presentations.

8th Grade in the “Complete Community” (school, personal, and civic organizations) and add more hands-on experience with the arts and crafts, research, and presentations.

"Be who you are and say what you feel because those who mind don't matter and those who matter don't mind." -Dr. Sues

Ideas for Future Service Learning Projects

**Organize individual or class projects to benefit the local community
Use IGNITE with each idea.**

1. Create a documentary film about a local history topic or a current historic preservation project and donate the film to the local historic society or a local museum
2. Conduct interviews and collect oral histories of local veterans of any war and donate the tapes and transcripts to the local library or historical society
3. Conduct interviews at local nursing homes about residents' lives and donate the tapes and transcripts to the local historical society
4. Conduct an oral history of a teacher that may soon retire; submit oral history to the school library and the community library
5. Create a photographic project documenting the transformation of a local historic area (ex. A building, park, town, Main Street); donate the project to the local library or historical society
6. Research the school's physical building: how has it changed over time and why? Create an exhibit to display in the school's lobby or to display in the local town hall
7. Design a plaque or monument to dedicate to the town or the first inhabitants; propose the implementation of this plaque or monument at a local town meeting
8. Identify the American Indian tribe or tribes that originally inhabited the area where their community is located and, in consultation with representatives of the original tribes that still live in the local area, create interpretive historic panels documenting the tribes' histories. Arrange to have panels displayed somewhere in your local community.
9. Visit local nursing homes, talk about their lives and record their thoughts. Write them down and present them to the seniors. Share with the stories with your class.
10. Become a homework helper/tutor. Write about your experience in your journal and share with the class.
11. Make hygiene kits for the homeless. Write about your experience in your journal and share with the class.
12. Visit local animal shelters. Write about your experience in your journal and share with the class.
13. Create Public Service Announcements. Students brainstorm topic ideas and work in small groups to write and produce their own PSAs
14. Create a Bullying Prevention/ Peer Mediation plan and present it to your class.

Service Learning Quadrants

Directions: Review the quadrants below and evaluate the scenarios by filling in the blanks to determine what quadrants they belong in and why they belong there.

<p>1 High Service High Integration</p>	<p>2 High Service Low Integration</p>	<p>High service meets a clear and important need; it is organized and implemented by cadets. High integration with the LET curriculum addresses classroom goals, incorporates classroom content, and improves course-related knowledge and skills.</p> <p>Scenario A: Cadets organize drive for stuffed animals and blankets after learning about work skills and participating in Groundhog Job Shadow Day. This example is ___ service, ___ integration, and belongs in quadrant #__.</p> <p>Scenario B: Teacher directs cadets to send e-mail to deployed service members after studying a historic event through a cadet ride. This example is ___ service, ___ integration, and belongs in quadrant #__.</p> <p>Scenario C: Teacher assigns cadets to perform a color guard in the community after studying lessons in You the People. This example is ___ service, ___ integration, and belongs in quadrant #__.</p> <p>Scenario D: After studying lessons from NEFE HSFPP, cadets teach Junior Achievement lessons to elementary students and assist them in making posters to advocate financial responsibility. This example is ___ service, ___ integration, and belongs in quadrant #__.</p>
<p>3 Low Service High Integration</p>	<p>4 Low Service Low Integration</p>	

Answers: **Scenario A:** high service, low integration, quadrant #2.

Scenario B: low service, high integration, quadrant #3.

Scenario C: low service, low integration, quadrant #4.

Scenario D: high service, high integration, quadrant #1.

Resources

<http://www.randomactsofkindness.org>

<http://youth.foundationcenter.org>

<http://philanthropy.com/section/Community/200/>

www.karmacooler.com/2009/02/100-ideas-for-kindness/

www.codenamemama.com/2011/02/28/155-ideas/

<http://voices.yahoo.com/ideas-random-acts-kindness-week-2010-5267167.html>

<http://handsonblog.org/tag/random-acts-of-kindness-foundation/>

www.helpothers.org/ideas.php

http://www.nps.gov/history/nr/twhp/servicelearn_ideas.htm

<http://www.servicelearning.org/slice/resource/food-friends>

<http://www.marylandpublicschools.org>

http://www.proteacher.org/c/868_service_learning_projects.html

www.ceesa.org/.../servicelearning/.../4_ptpi_service-learningprojectid...

<http://www.nationalservicerresources.org/filemanager/download/learns/serlearn.pdf>

<http://greatnonprofits.org>

<http://www.studentsandleaders.org/dc/project/>