

## Service Learning – HS

**COURSE DESCRIPTION:** This project may be used in a variety of ways—as a standalone project, in conjunction with another course, or as a foundation around which to base a one-semester course. An introductory unit presents instruction on the nature of service learning. Students are taught how to identify community needs, select projects that are meaningful to themselves, apply practical skills, reflect on their learning experience, and behave responsibly in a service setting. Students then move on to design and conduct service learning experiences of their own, according to the requirements of their projects. Documents to support teachers in guiding students through the project are included.

**PREREQUISITES:** None

**COURSE LENGTH:** One Semester

**REQUIRED TEXT:** No required textbook for this course.

**MATERIALS LIST:**

None

**NOTE:** List subject to change

**COURSE OUTLINE:**

**Introduction to the Project**

Students learn the components of the project.

**What is Service Learning?**

Students learn the difference between service learning and volunteering. They learn the essential elements of service learning, including meaningful service, partnerships, link to curriculum, reflection, progress monitoring, and youth voice. They learn the steps they will take—investigation, planning and preparation, action, reflection, and demonstration and celebration.

**Unit 3: Research Service Opportunities**

Students are introduced to a variety of service interest areas and are shown how to locate resources for service opportunities.

**Unit 4: Identify a Need**

Students learn to identify a community to be served, assess community needs and opportunities with the assistance of community partners, and relate community needs to underlying societal issues.

#### **Unit 5: Plan a Service Learning Experience**

Students plan a meaningful and personally relevant service learning experience and develop an action plan. They define the attainable and visible outcomes of the service activity, identifying the value of these outcomes to the community served.

#### **Unit 6: Set Learning Goals**

Students set learning goals aligning the service experience with their academic curriculum and state standards. They identify specific knowledge and skills transferable from school to the real world. They create a plan for demonstrating their outcomes in a final presentation.

#### **Unit 7: Get Plan Approval**

Students refine their plan with their teacher's input, and get approval of their final project plan from the teacher, a parent or mentor, and the service supervisor.

#### **Unit 8: Perform Service**

Students learn appropriate conduct for themselves, other volunteers, supervisors, and community members in a service learning experience. They consider the diversity and mutual respect required in the experience. Then they begin their service, tracking their hours and getting verification from their service supervisors.

#### **Unit 9: Reflect on Service**

Students assess knowledge, skills, and attitudes before, during, and after the service experience, describing the effects of the service experience on their lives and evaluating their progress toward service goals and learning outcomes.

#### **Unit 10: Complete Service Learning Experience**

Students complete the service learning experience. They report on their achievement of service and learning goals, and sum up their reflections in a final presentation.