IT'S MORE THAN JUST PICKING UP TRASH: HOW TO CREATE IMPACTFUL SERVICE LEARNING PROJECTS

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Let's break the ice……..

Definition of service learning

"…a teaching and learning approach that integrates community service with academic study to enrich learning, teach civic responsibility, and strengthen communities."

Definition of service learning

What is your definition of service?

Why service learning?

Tell me and I forget
Teach me and I may remember
Involve me and I learn

- Ben Franklin

Types of service

- Direct Service
- Indirect Service
- Advocacy

Objectives of service learning

- Promotes learning through active participation
- Provides structured time for students to reflect
- Provides an opportunities to use skills and knowledge in real-life situations
- Extends learning beyond the classroom
- Fosters a sense of caring for others

What's in a name?

- Volunteerism
- Service-Learning
- Youth Service
- Community Service
- Peer Helping
- Experiential Education
- Community-Based Learning

Community service example

If students remove trash from a streambed:

they are providing a service to the community as volunteers

Service-learning example

- When students remove trash from a streambed,
- analyze what they found,
- share the results and offer suggestions for the neighborhood to reduce pollution,
- and then reflect on their experience

THAT is **service-learning**!

Service-learning is not:

- An episodic volunteer program
- Completing minimum service hours in order to graduate
- Service assigned as a form of punishment
- Only for high school or college students
- One-sided: benefiting only students or only the community

Common characteristics of authentic service-learning

- positive, meaningful and real to the participants
- cooperative rather than competitive experiences; promotes teamwork and citizenship
- addresses complex problems in complex settings rather than simplified problems in isolation
- engages problem-solving in the specific context of service activities and community challenges, rather than generalized or abstract concepts from a textbook

Common characteristics of authentic service-learning

- students are able to identify the most important issues within a real-world situation through critical thinking
- promotes deeper learning; there are no "right answers" in the back of the book
- generates emotional consequences, which challenge values and ideas
- supports social, emotional and cognitive learning and development

Added benefits of service-learning

National studies suggest that students in effective service-learning programs:

- improve academic grades
- increase attendance in school
- develop personal and social responsibility

Elements of service learning

- Youth Voice and Planning
- Community Need and Voice
- Learning Objectives
- Orientation and Training
- Meaningful Service
- Reflection
- Evaluation
- Celebration and Recognition

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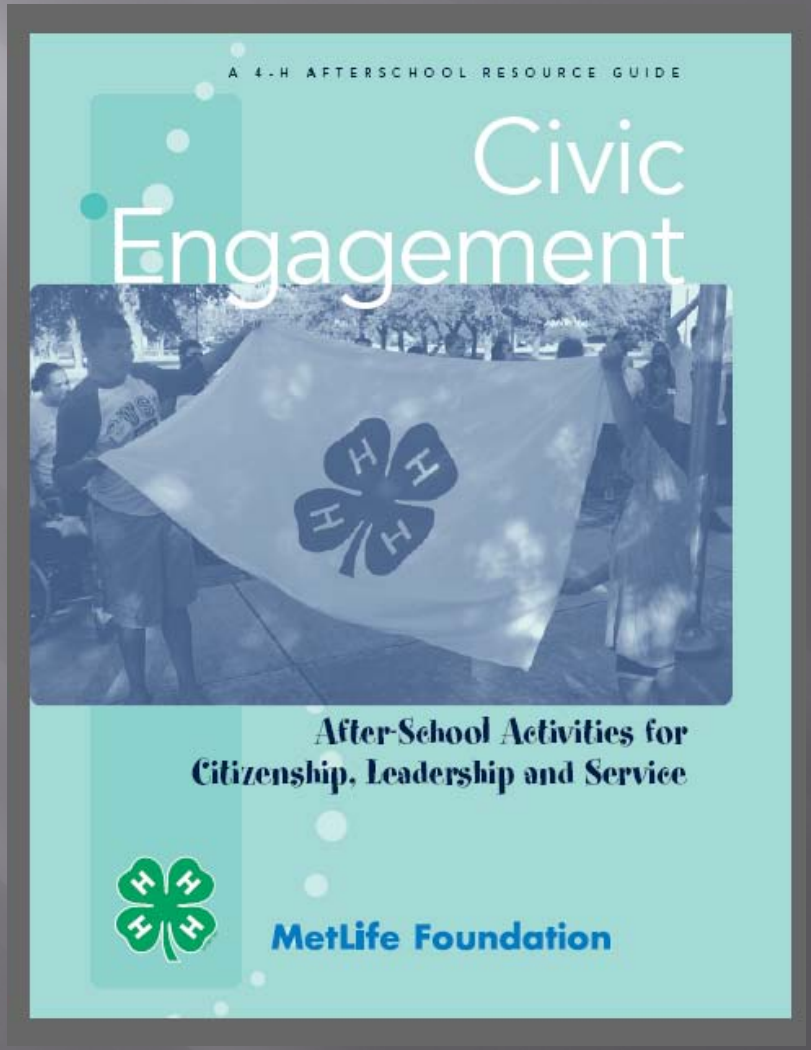
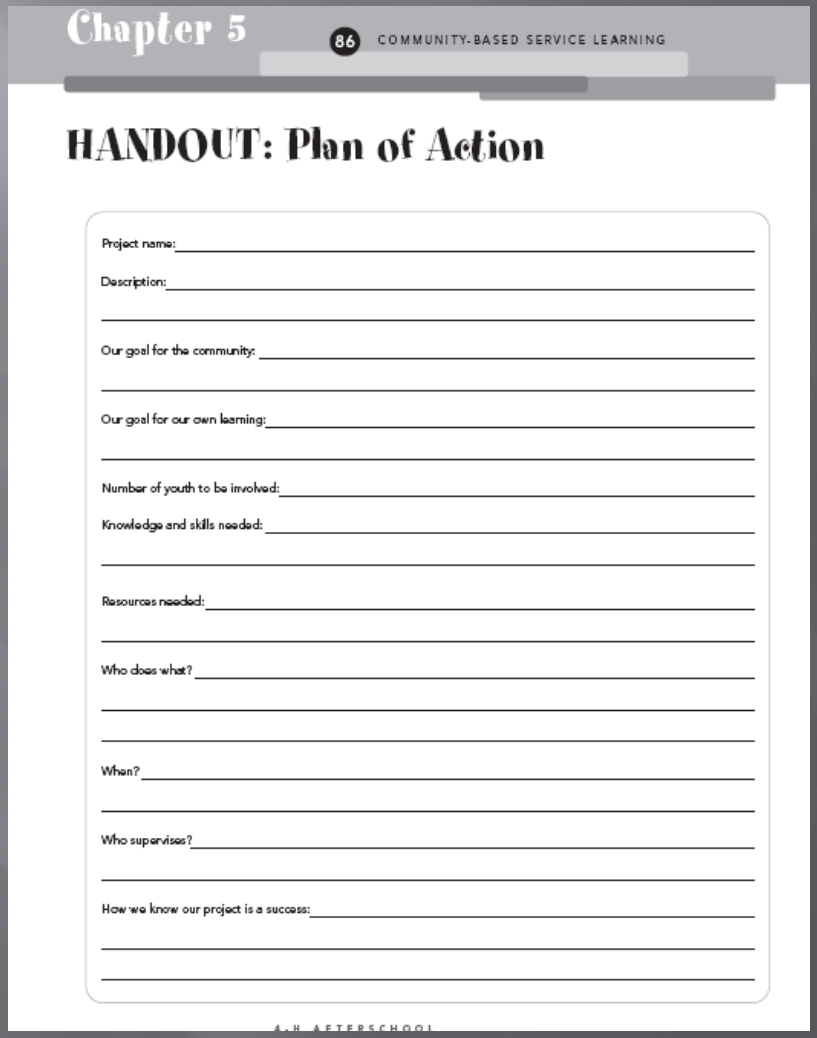
Resources

- 4-H Civic Engagement Resource Guide
  - Plan of Action handout
- 4-H Military Service Learning Guide
  - Analysis and Evaluation form
- Thinking beyond community service guide
  - The Debrief Wheel

Resources


A 4-H AFTERSCHOOL RESOURCE GUIDE
Civic Engagement
After-School Activities for Citizenship, Leadership and Service
MetLife Foundation

Resources



Chapter 5

86 COMMUNITY-BASED SERVICE LEARNING

HANDOUT: Plan of Action

Project name: _____

Description: _____

_____

Our goal for the community: _____

_____

Our goal for our own learning: _____

_____

Number of youth to be involved: _____

Knowledge and skills needed: _____

_____

Resources needed: _____

_____

Who does what? _____

_____

_____

When? _____

_____

Who supervises? _____

_____

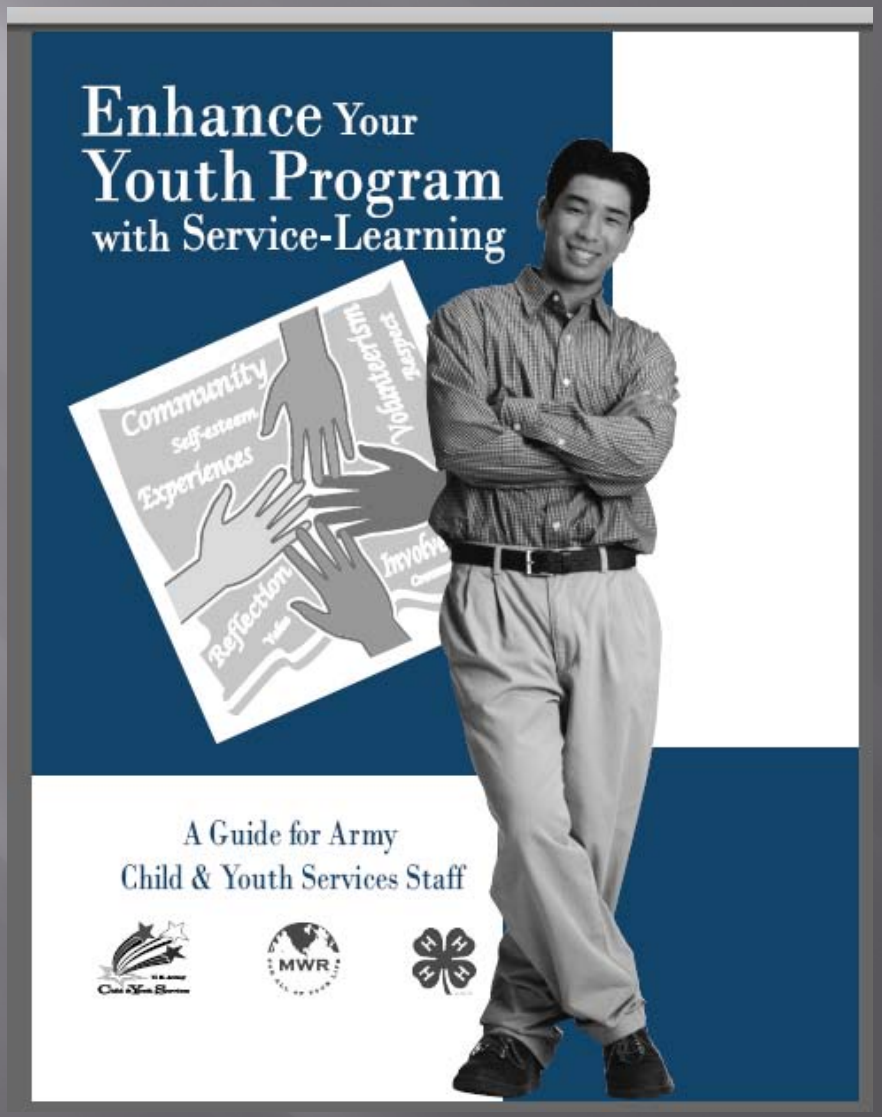
How we know our project is a success: _____

_____

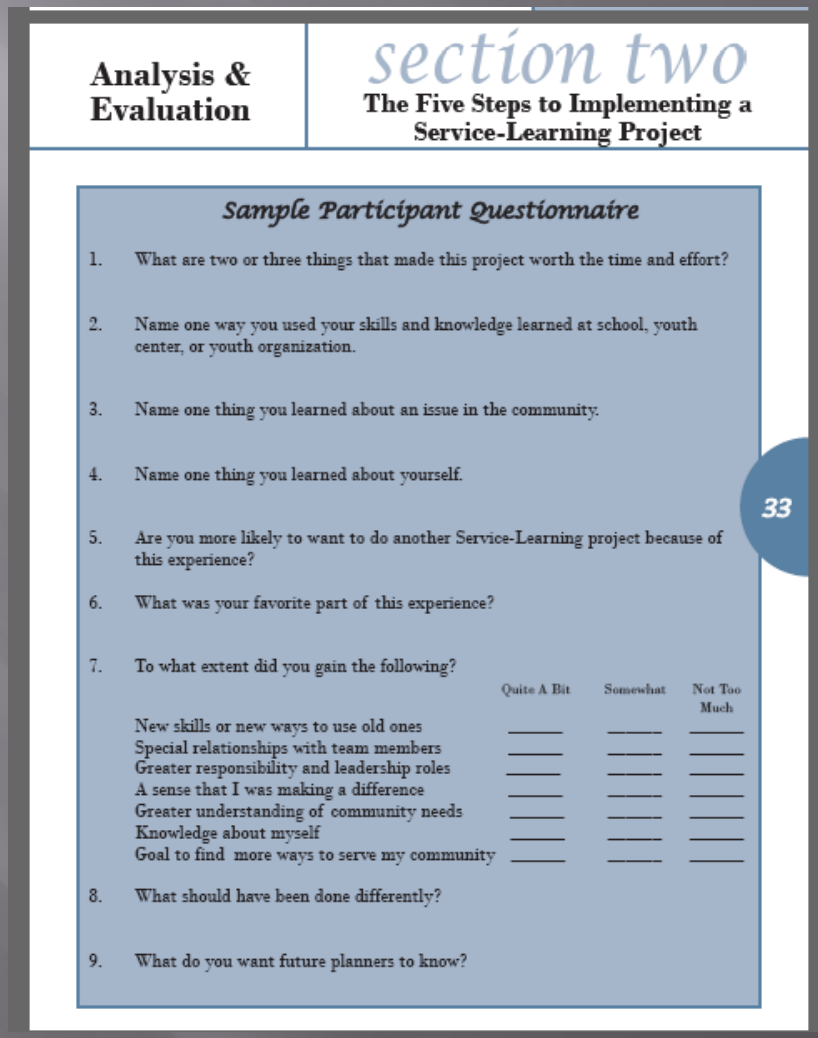
_____

4-H AFTERSCHOOL

Resources


Enhance Your
Youth Program
with Service-Learning
Community
Experiences
Reflection
A Guide for Army
Child & Youth Services Staff
MWR

Resources



Sample Participant Questionnaire

1. What are two or three things that made this project worth the time and effort?

2. Name one way you used your skills and knowledge learned at school, youth center, or youth organization.

3. Name one thing you learned about an issue in the community.

4. Name one thing you learned about yourself.

5. Are you more likely to want to do another Service-Learning project because of this experience?

6. What was your favorite part of this experience?

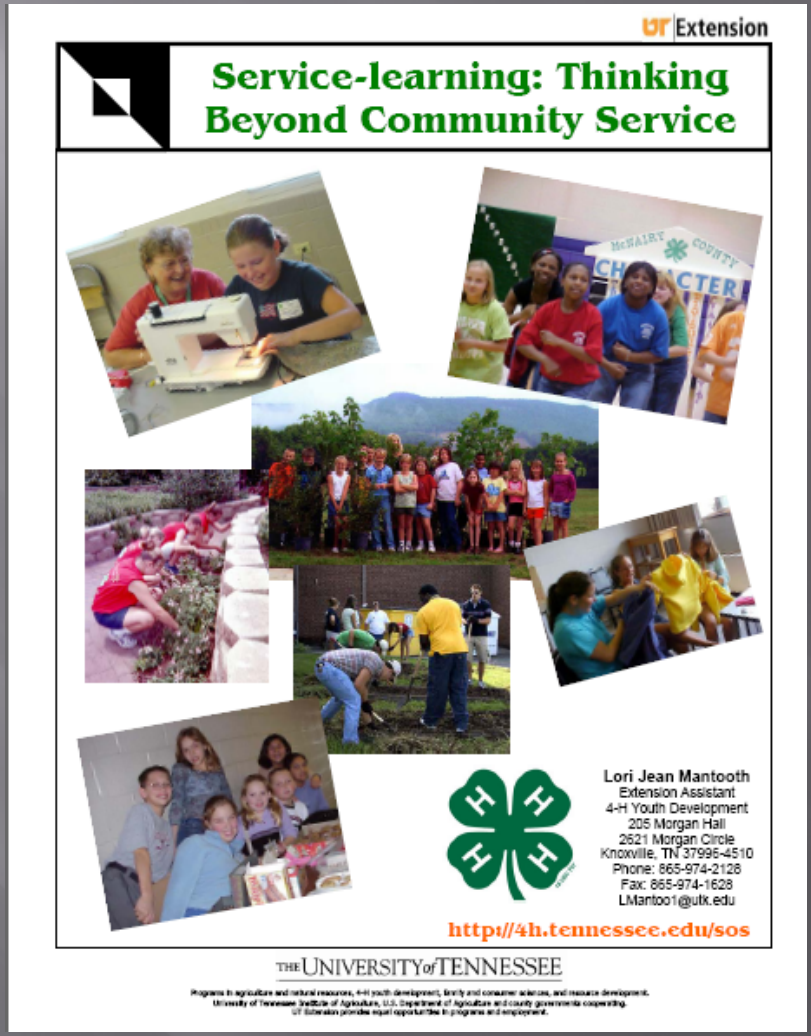
7. To what extent did you gain the following?

	Quite A Bit	Somewhat	Not Too Much
New skills or new ways to use old ones	_____	_____	_____
Special relationships with team members	_____	_____	_____
Greater responsibility and leadership roles	_____	_____	_____
A sense that I was making a difference	_____	_____	_____
Greater understanding of community needs	_____	_____	_____
Knowledge about myself	_____	_____	_____
Goal to find more ways to serve my community	_____	_____	_____

8. What should have been done differently?

9. What do you want future planners to know?

Resources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Service-learning: Thinking Beyond Community Service
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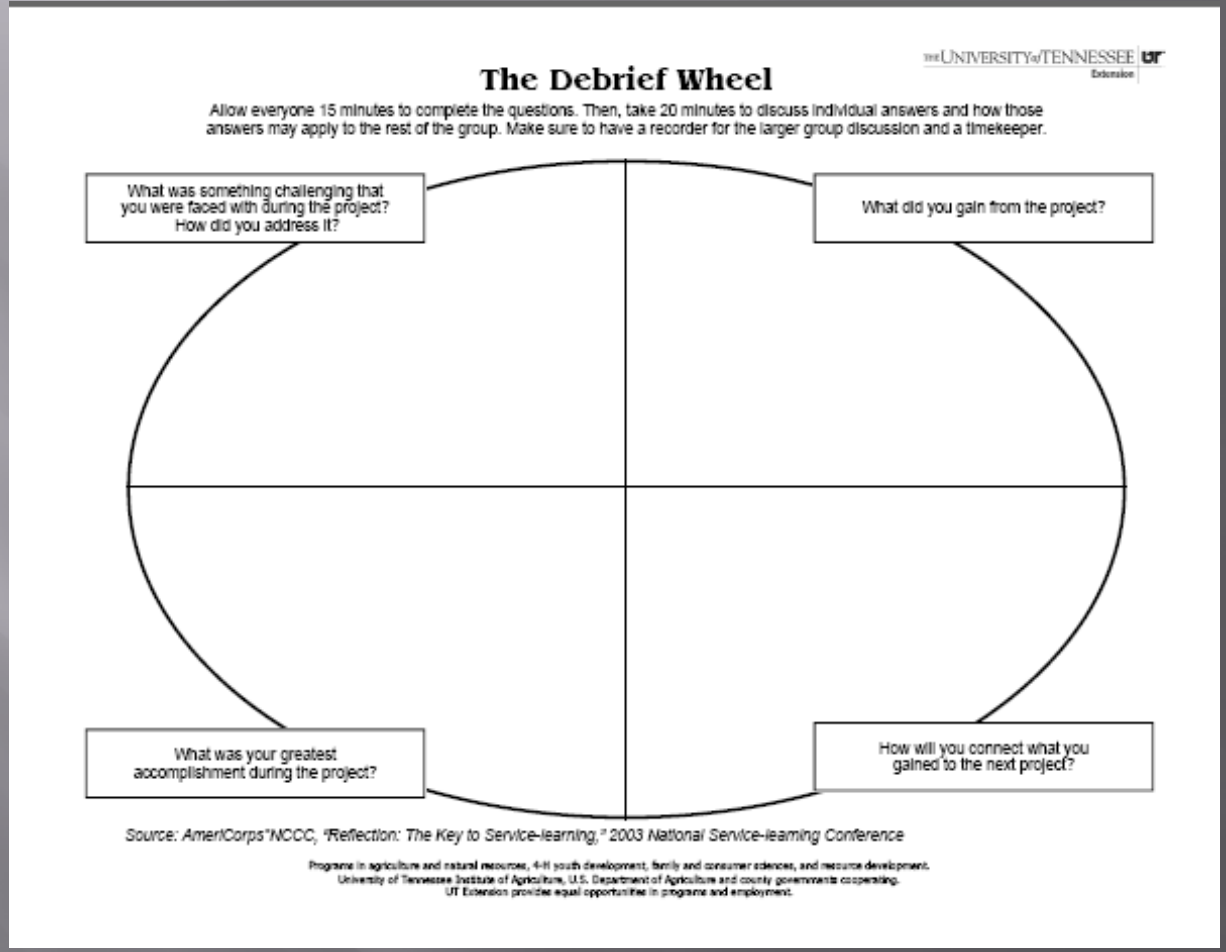
Resources



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The Debrief Wheel

Allow everyone 15 minutes to complete the questions. Then, take 20 minutes to discuss individual answers and how those answers may apply to the rest of the group. Make sure to have a recorder for the larger group discussion and a timekeeper.

*Source: AmeriCorps*NCCC, "Reflection: The Key to Service-learning," 2003 National Service-learning Conference*

Programs in agriculture and natural resources, 4-H youth development, family and consumer sciences, and resource development.
University of Tennessee Institute of Agriculture, U.S. Department of Agriculture and county governments cooperating.
UT Extension provides equal opportunities in programs and employment.

Further Implications

Elements of service learning

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- **Community Need and Voice**
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Community based service learning

Where do YOU fit in?

Community based service learning

Putting the Pieces Together

Community based service learning

There is no one cookie cutter approach that will work!

QUESTIONS?

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