

Semester OF SERVICE

Strategy Guide



OCTOBER 2010

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Order your classroom poster of this calendar online at www.YSA.org/semester

For additional events and dates, see also the Seasons of Service 2010-11 Calendar, pages 75-77, in the Resource Section of this guide

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National Day of Service

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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.

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.

ServiceVote, YSA's election year campaign to engage young people in the political process, beginning with voting. Visit www.YSA.org/ServiceVote.

YSA Grants and Awards, to support and motivate youth, educators, service-learning coordinators, and community-based organizations for service and service-learning initiatives. Visit www.YSA.org/grants.

GoToServiceLearning.org, a 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.

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, First Responders: Youth Addressing Childhood Obesity Through Service-Learning, and Rebuilding Community: a 9/11 Semester of Service.

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 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 of 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.ysa.org/semester), 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.



- **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.
- The ecology curriculum at **JB Martin Middle School in Paradis, Louisiana** focuses on the importance of the Louisiana wetland, the loss of the wetlands and how students can help sustain the land. Students turned their participation in the Coastal Roots program into a YSA STEMester of Service – a *Semester of Service* featuring the study of science, technology, engineering and mathematics academic content. Students learned about the vital role that various plant life plays in maintaining the wetlands. Students built a nursery on their school grounds where they planted seeds of two common wetland trees, Bald Cypress and Nuttall Oak. The students nurtured the seedlings until they were ready to plant in the wildlife preserve. Responsible for the continued survival of these trees, students marked the location of each planted tree using GPS technology and using water analysis techniques to ensure that a viable habitat was maintained. To celebrate GYSD, the students invited peers, parents, community members, as well as 4th graders from a local school, to their school and presented information on various environmental topics including wetlands destruction and how to calculate one's carbon footprint. During the planning and completion of this project, the students truly began to understand the importance of trees to the Louisiana wetlands.



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

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.

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. In order to address problems of local, national, or global importance and their root causes - problems such as water scarcity, childhood obesity, environmental degradation, energy conservation, poverty, hunger and homelessness, high school dropouts, and illiteracy - young people, ages 5-25, spend the "semester" connecting service in response to a significant community need with 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, and culminate or celebrate the efforts of your *Semester of Service* on significant national "days of service". We recommend that you consider one of the three following cycles:
- Martin Luther King, Jr. Day of Service (MLK) (January 17, 2011) to Global Youth Service Day (GYSD) (April 15-17, 2011);
- Global Youth Service Day (GYSD) (April 15-17, 2011) through a Summer *Semester of Service* to the 9/11 National Day of Service and Remembrance (September 11, 2011);
- 9/11 National Day of Service and Remembrance (September 11, 2011) to Martin Luther King, Jr. Day of Service (MLK) (January 16, 2012) - or extend your activities through to Global Youth Service Day, 2012.²

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 within your *Semester of Service*, such as 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 75-77.

² Please check www.ysa.org or www.gysd.org to learn when GYSD 2012 will be scheduled.

Why a "Semester" of Service?



Youth Service America's *Semester of Service* program emphasizes the importance of duration and intensity³ in enriching a service-learning experience. Recent research stresses the importance of sustained service over several weeks or months,⁴ "... 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"⁵

³ Duration and Intensity is one of eight Service-Learning Standards for Quality Practice. See page 19 for a description of these Standards.

⁴ Shelley 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.

⁵ Shelley H. Billig, "It's Their Serve" pg. 10, *Leadership for Student Activities*, April 2009.

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.

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.

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.

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.

Is it Community Service, Service-Learning, or a Semester of Service?

Community Service	Service-Learning	Semester of Service
<ul style="list-style-type: none"> usually structured as a single event or day of service may or may not involve young people in planning does not provide an intentional reflective element often a gateway opportunity that can lead to a lifetime of service 	<ul style="list-style-type: none"> 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” 	<ul style="list-style-type: none"> 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

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 16). 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 of Quality Practice** are best practices based on recent research, and incorporate a set of eight standards and respective indicators (see pages 17-19).

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 of Quality Practice*.

- **Both you and your students will want to monitor progress throughout your Semester of Service:**
 - The charts on pages 20-22 are designed to help you apply the IPARD/C model and Standards of Quality Practice to your program.
 - The charts on pages 23-24 are designed to help your students track what they are learning and how they are serving at each of the IPARD/C stages.
- **Tips to engage youth voice and involve young people in the identification, planning and development** of the *Semester of Service* follow, on page 27.
- **Helpful suggestions in engaging a diverse group of youth** in your *Semester of Service* are in this section, on page 28.
- **Browse through a series of tested service-learning lesson plans** housed at www.GoToServiceLearning.org and introduced at the end of this section, on page 29.

The Five Stages of Service Learning⁶



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.

⁶ 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 Practice⁷



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.

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.

⁷ Reprinted with permission of the National Youth Leadership Council. Copyright © 2008 National Youth Leadership Council, St. Paul, Minn. www.nylc.org. All rights reserved.

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 Semester of Service: The Five Stages and the Standards of Quality Practice

Use the following chart to monitor your progress week by week through your Semester of Service. As you plan for each of the five stages, enter your activities, and check off which of the Standards of Quality Practice they fulfill:

Time Period	Quality Practice Exhibited	Investigation	Preparation and Planning	Action	Reflection (ongoing throughout)	Demonstration/Celebration
Week 1	<input type="checkbox"/> Meaningful Service <input type="checkbox"/> Link to Curriculum <input type="checkbox"/> Duration & Intensity <input type="checkbox"/> Reflection <input type="checkbox"/> Youth Voice <input type="checkbox"/> Partnerships <input type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diversity					
Week 2	<input type="checkbox"/> Meaningful Service <input type="checkbox"/> Link to Curriculum <input type="checkbox"/> Duration & Intensity <input type="checkbox"/> Reflection <input type="checkbox"/> Youth Voice <input type="checkbox"/> Partnerships <input type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diversity					
Week 3	<input type="checkbox"/> Meaningful Service <input type="checkbox"/> Link to Curriculum <input type="checkbox"/> Duration & Intensity <input type="checkbox"/> Reflection <input type="checkbox"/> Youth Voice <input type="checkbox"/> Partnerships <input type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diversity					
Week 4	<input type="checkbox"/> Meaningful Service <input type="checkbox"/> Link to Curriculum <input type="checkbox"/> Duration & Intensity <input type="checkbox"/> Reflection <input type="checkbox"/> Youth Voice <input type="checkbox"/> Partnerships <input type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diversity					

Charting Your Semester of Service: The Five Stages and the Standards of Quality Practice



Use the following chart to monitor your progress week by week through your Semester of Service. As you plan for each of the five stages, enter your activities, and check off which of the Standards of Quality Practice they fulfill:

Time Period	Quality Practice Exhibited	Investigation	Preparation and Planning	Action	Reflection (ongoing throughout)	Demonstration/ Celebration
Week 5	<input type="checkbox"/> Meaningful Service <input type="checkbox"/> Link to Curriculum <input type="checkbox"/> Duration & Intensity <input type="checkbox"/> Reflection <input type="checkbox"/> Youth Voice <input type="checkbox"/> Partnerships <input type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diversity					
Week 6	<input type="checkbox"/> Meaningful Service <input type="checkbox"/> Link to Curriculum <input type="checkbox"/> Duration & Intensity <input type="checkbox"/> Reflection <input type="checkbox"/> Youth Voice <input type="checkbox"/> Partnerships <input type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diversity					
Week 7	<input type="checkbox"/> Meaningful Service <input type="checkbox"/> Link to Curriculum <input type="checkbox"/> Duration & Intensity <input type="checkbox"/> Reflection <input type="checkbox"/> Youth Voice <input type="checkbox"/> Partnerships <input type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diversity					
Week 8	<input type="checkbox"/> Meaningful Service <input type="checkbox"/> Link to Curriculum <input type="checkbox"/> Duration & Intensity <input type="checkbox"/> Reflection <input type="checkbox"/> Youth Voice <input type="checkbox"/> Partnerships <input type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diversity					



Charting Your Semester of Service: The Five Stages of Quality Practice

Use the following chart to monitor your progress week by week through your Semester of Service. As you plan for each of the five stages, enter your activities, and check off which of the Standards of Quality Practice they fulfill:

Time Period	Quality Practice Exhibited	Investigation	Preparation and Planning	Action	Reflection (ongoing throughout)	Demonstration/ Celebration
Week 9	<input type="checkbox"/> Meaningful Service <input type="checkbox"/> Link to Curriculum <input type="checkbox"/> Duration & Intensity <input type="checkbox"/> Reflection <input type="checkbox"/> Youth Voice <input type="checkbox"/> Partnerships <input type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diversity					
Week 10	<input type="checkbox"/> Meaningful Service <input type="checkbox"/> Link to Curriculum <input type="checkbox"/> Duration & Intensity <input type="checkbox"/> Reflection <input type="checkbox"/> Youth Voice <input type="checkbox"/> Partnerships <input type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diversity					
Week 11	<input type="checkbox"/> Meaningful Service <input type="checkbox"/> Link to Curriculum <input type="checkbox"/> Duration & Intensity <input type="checkbox"/> Reflection <input type="checkbox"/> Youth Voice <input type="checkbox"/> Partnerships <input type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diversity					
Week 12	<input type="checkbox"/> Meaningful Service <input type="checkbox"/> Link to Curriculum <input type="checkbox"/> Duration & Intensity <input type="checkbox"/> Reflection <input type="checkbox"/> Youth Voice <input type="checkbox"/> Partnerships <input type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diversity					
Week 13	<input type="checkbox"/> Meaningful Service <input type="checkbox"/> Link to Curriculum <input type="checkbox"/> Duration & Intensity <input type="checkbox"/> Reflection <input type="checkbox"/> Youth Voice <input type="checkbox"/> Partnerships <input type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diversity					

Tracking Your Progress Throughout Your Semester of Service: WHAT AM I LEARNING?



Project Description _____
 Student Name _____ Date _____

Learning Goal(s): We are actively learning about: _____

Community Need: We are addressing the following community need _____

Investigation
 What we know already and what we will need to learn to meet the community need:

Preparation and Planning
 Our learning goals and what we will study to reach them:

Action
 How I applied new knowledge and skills:

Reflection
 How I changed because of what I learned:

**Demonstration/
 Celebration**
 How we showed and shared what we learned:

Tracking Your Progress Throughout Your Semester of Service: HOW AM I SERVING?



Project Description _____ Date _____
 Student Name _____

Learning Goal(s): We are actively learning about _____ _____			
Community Need: We are addressing the following community need _____ _____			
Investigation Evidence of the need(s) we are addressing (baseline data):	Preparation and Planning Our service goals, and how we will accomplish them:	Action Service(s) that we provided:	Reflection How the community changed because of what we did:
Demonstration/Celebration How we showed that we met the community need we identified:			



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."⁸

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 they 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.⁹

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

⁸ 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.

⁹ 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 values¹⁰.

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 63.

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

¹⁰ 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



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"¹¹

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 to develop project connections that draw directly from the student's experience. You may want to use one of the activities on pages 36-39 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.

The University of Denver Bridge Project, a 2010 YSA STEMester of Service site, engaged ten middle school students in hands-on experiments and research about renewable energy. Students built solar ovens and wind turbines, and then produced a short film outlining the science they learned and the environmental benefits of sustainable living practices. From initial storyboarding and script-writing through film production and editing, students were in the lead, gaining valuable technical knowledge in the use of the latest filmmaking technology. Students culminated the experience by holding two neighborhood open house sessions to educate the community about their campaign for renewable energy.

University of Denver Bridge Project, Denver, CO

¹¹ 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>



“I have a dream that my four little 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 17-19 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.

¹² Shelley 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.



“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.

SECTION III: SPECIAL DAYS OF SERVICE

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



**Martin Luther King Day to
Global Youth Service Day
(January 17, 2011 - April 15-17, 2011)**



"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 the writings and sayings of Dr. Martin Luther King, Jr. can provide wonderful inspiration for your *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 Dr. King's quotes to help you 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 your dream for the community? How do your dreams compare to Dr. Martin Luther King’s vision?
- **Action:**
Research the history of the *Individuals with Disabilities Act* and then work with your 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:**
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, take photos of moments that exemplify this Martin Luther King, Jr. quote. After the project, create plans for how you plan to 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: www.serve.gov
- Promote MLK Day by posting fliers, posters and ads in your school and community centers. Free promotional materials are available at www.mlkday.gov/marketing/posters/index.asp
- Read MLK's "The Drum Major Instinct" speech (http://mlkkpp01.stanford.edu/index.php/encyclopedia/documentsentry/doc_the_drum_major_instinct/).
- Who is someone you know that 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*.
- Submit a blog post about your MLK Day project to blog@ysa.org.
- Interview community members (parents, teachers, neighbors) to learn more about Dr. Martin Luther King, Jr. How did MLK impact their lives?



Highlight your Semester of Service on Global Youth Service Day (GYSD)



Each year, millions of children and youth around the world work together to make a transformative change in their communities on Global Youth Service Day (GYSD). Through partnerships with friends and family, schools and community organizations, public officials, media, and corporations, young people demonstrate that, as leaders and innovators, they are drawing the world's attention to the significant difference that children and youth, ages 5-25, can make on a local, national, and global level.

Because of its global reach, GYSD is an ideal culminating activity for a *Semester of Service* that begins in the fall or on MLK, Jr. Day of Service, or as a launch to a Summer of Service. Join with young people all across the United States and in more than 100 other countries in celebrating the global youth service movement. GYSD can be the ideal culminating activity for a *Semester of Service* that begins in the fall or on MLK, Jr. Day of Service, or a great occasion on which to launch a summer *Semester of Service*. Learn more about GYSD – and find all sorts of resources to help you with your project – at www.GYSD.org.

About GYSD

Global Youth Service Day is 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, the only day of service dedicated to children and youth, is the largest service event in the world and is now celebrated in over 100 countries. On GYSD, children and youth address the world's most critical issues in partnership with families, schools, community and faith-based organizations, businesses, and governments.

GYSD Goals

- **Mobilize . . .**
youth to identify and address the needs of their communities;
organizations to provide opportunities for youth engagement;
media and policy makers to promote and raise awareness of young people as assets and resources to their communities.
- **Support . . .**
youth on a lifelong path of service and civic engagement;
schools and organizations through training and technical assistance, grants, and resources that enable them to engage youth.
- **Sustain . . .**
community improvement through year-round engagement of youth as leaders and problem-solvers.





9/11 National Day
of Service

We are increasingly challenged to explain the significance of the events of September 11, 2001 to America's young people - most of whom have no first-hand memory of the occasion. In response to that day, people served in unprecedented numbers. Building upon that spirit of service, Youth Service America - designated as the official youth partner of the September 11th National Day of Service and Remembrance, suggests that you consider incorporating this day into the timeline of a summer or fall *Semester of Service*, and presents, as inspiration, the following lessons learned:

- People came together to rebuild community.
- We became more aware of difference, and more committed to understanding diversity.
- We grew to understand anew the importance of meeting basic needs, such as food, clothing, and shelter.
- The event generated a renewed patriotism and commitment to democracy.
- We were linked to and embraced by a global community.
- People supported one another with random acts of kindness and goodwill.
- We emerged with a new fervor for and focus on a better future.
- Everyday acts of service can be heroic.
- We remember the many who answered the call to serve that day, when we encourage others to serve our communities today.

For a list of suggested service-learning activities to accompany each of these lessons learned, please see *Nine Lessons for 9/11: Engaging Youth in September 11th National Day of Service and Remembrance*, at <http://tools.ysa.org/downloads/ysa/9for911.pdf>.

For a planning guide to a *Semester of Service* that would launch on 9/11 Day of Service and Remembrance, please see also, *Rebuilding Community: a 9/11 Semester of Service* at http://tools.ysa.org/downloads/ysa/Rebuilding_Community.pdf.

SECTION IV: IPARD/C Semester of Service



Semester of Service links prominent national service events - such as Martin Luther King, Jr. Day of Service, Global Youth Service Day, or 9/11 Day of Service and Remembrance - through an extended service-learning framework of at least 70 hours. In order to address problems of local, national, or global importance and their root causes - problems such as water scarcity, childhood obesity, environmental degradation, energy conservation, poverty, hunger and homelessness, high school dropouts, and illiteracy - young people, ages 5-25, spend the “semester” connecting service in response to a significant community need with 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:



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

<i>In order to:</i>	Identify the community that will be the focus of your Semester of Service	Assess the community need	Identify possible community partners	Establish a baseline
<i>You could:</i>	<ul style="list-style-type: none"> Develop a list of all the communities to which you belong Think about your previous personal experiences with service 	<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 non-profit 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 Discuss what you already know about your issue, and what you will need to learn



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

<i>In order to:</i>	Identify the service and learning goals	Create your action plan
<i>You could:</i>	<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 <i>Semester of Service</i> and add it to the calendar Decide what you will plan to do on Global Youth Service Day, MLK, Jr. Day of Service, and/or 9/11 Day of Service and Remembrance Determine individual roles and responsibilities Plan your outreach to a diverse group of participants



3 Action: Implement the service activity to make a difference.

<i>In order to:</i>	Document your activity
<i>You could:</i>	<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 <i>Semester of Service</i> Invite the media to your activity Monitor your progress throughout your <i>Semester of Service</i>



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

<i>In order to:</i>	Reflect before, during and after your service and learning.
<i>You could:</i>	<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 <i>Semester of Service</i>, share in small groups how you changed the community, and how you changed yourself Design a photo collage that features the Martin Luther King values relating to your learning and service activities What will you do after your <i>Semester of Service</i>?



5 Demonstration/Celebration: Showcase your results and celebrate your outcomes.

<i>In order to:</i>	Share what you have done and what you have learned
<i>You could:</i>	<ul style="list-style-type: none"> Use technology to create a web scrapbook Create a video to tell the story Post your story or video on www.GetUrGoodOn.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 <i>Semester of Service</i>

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 assets¹⁴ 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, then find out how many assets your class as a whole possesses. Analyze the assets and think about how you can apply them to the benefit of your project.
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.

¹⁴ “Community Assets” are the human, material, financial, and other resources that are already in use or available in your community.

- Using the Community Assets chart below, record the community assets that you have seen, heard about, read about or experienced. 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 and Informal Associations and Groups

- Using the Community Needs and Priorities chart below, record the needs and priorities that you have seen, heard about, read about or experienced in the first column, “The Problem.” Try to think of at least 4 items for each column.

Community Needs and Priorities

Selected Community:		
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

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

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



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 on an interview.

An interview with _____

Questions I would ask:

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

¹⁵ Reproduced 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. Interviews

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 I would ask:

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



Use the following questions¹⁶ 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 become 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?

¹⁶ Adapted from Susan Abravanel, Keisha Edwards and Kate McPherson, 2006.

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 facilitate 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.



The successful service-learning project is a result of clear expectations and communication between school and community partner. As students or teachers reach out to community partners, it is helpful to raise the following:

Goals and Expectations

- What are the desired learning goals?
- What are the desired service goals?
- How does the proposed project meet the goals of each partner?
- What are the needs and expectations of each partner?

Resources and Responsibilities

- What resources does each partner (school and community) bring to the table?
- What will each partner do?
- What are the specific student responsibilities?

Preparation

- What additional knowledge - or training - will students need to carry out the project? How will this training be provided?
- Are there specific requirements for dress, behavior, tools? How will these be met?
- Is there site preparation involved? Who will be responsible for this?

Supervision and Liability

- Who will be supervising the project?
- What adult/student ratio will be required?
- Who assumes responsibility for recruiting - and training - additional adults, if needed?
- Will liability waivers be required? Who will provide these?

Youth Voice

- Will the project provide opportunities for youth voice? For student leadership?
- How might youth voice be addressed?

Reflection

- How will students reflect before, during and after the project?
- How will each partner participate with - or accommodate - student reflection?

Demonstration and Celebration

- How will students demonstrate what has been accomplished?
- How will each partner celebrate? Will it happen together?

Evaluation and Assessment

- How will we know when we have achieved our mission?
- How will each partner evaluate success?
- Who will be responsible for student assessment? Is there a specific role for the student? The teacher? The community partner?
- Does the project have the potential for future - or ongoing - opportunities?

Engaging Students in Reaching Out to Community Partners



Students have the opportunity to 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 might have about the partner – what would they 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. Depending on your level of confidence in the students, you may choose to 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 changemakers 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 organize and plan out all the tasks involved in planning a *Semester of Service*, encourage them to complete the Work Plan on page 49.

The **“Sample Timeline”** on page 50 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 51.

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.

Linking Service to Curricular Standards/ Learning Goals¹⁷: Some Examples



Sample Service-Learning Project	Curricular Standards/Learning Goals
<p>Gardens for Low-Income Community Members 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 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 web site 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.

¹⁷ Excerpted and adapted from *Take Care of Oregon Days: 150 Service-Learning Project Ideas* (SOLV, 2008)



Sample Service-Learning Project	Curricular Standards/Learning Goals
<p>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.</p>	<p>Physical Science/Energy:</p> <ul style="list-style-type: none"> Explain the principle that energy is neither conserved, neither created. <p>Earth & Space Science:</p> <ul style="list-style-type: none"> Recognize that Earth materials are limited, and explore strategies for addressing this problem. <p>Geography:</p> <ul style="list-style-type: none"> Distinguish between renewable resources and nonrenewable resources and the global consequences of mismanagement. <p>Language Arts/Speaking and Listening:</p> <ul style="list-style-type: none"> Organize oral, visual, and multimedia presentations in clear sequence, making connections and transitions among ideas and elements. <p>Technology:</p> <ul style="list-style-type: none"> Access, organize and analyze information to make informed decisions, using one or more technologies. <p>Mathematics/ Measurements:</p> <ul style="list-style-type: none"> Understand measurable attributes of objects and the units, systems, and processes of measurement.
<p>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.</p>	<p>Physical Science/Force:</p> <ul style="list-style-type: none"> Explain interactions between force and matter and relationships among force, mass, and motion. <p>Health Education/Promotion of Physical Activity:</p> <ul style="list-style-type: none"> Explain the impact physical activity has on maintaining and/or improving health and wellbeing. <p>Health Education/Unintentional Injury Prevention:</p> <ul style="list-style-type: none"> 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. <p>Language Arts/Speaking and Listening:</p> <ul style="list-style-type: none"> Organize oral, visual, and multimedia presentations in clear sequence, making connections and transitions among ideas and elements.
<p>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.</p>	<p>Life Science/ Diversity & Interdependence:</p> <ul style="list-style-type: none"> Explain and analyze the interdependence of organisms in their natural environment. Describe and analyze the effect of species, including humans, on an ecosystem. <p>Civics and Government:</p> <ul style="list-style-type: none"> Understand how laws are made and enforced at the federal, state, and local levels. <p>Geography:</p> <ul style="list-style-type: none"> 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
	Subject: Standards:
	Subject: Standards:
	Subject: Standards:
	Subject: Standards:

Work Plan



This chart will help you organize all the tasks that are a part of your *Semester of Service*. List them as you think of them, placing them into the appropriate stages of the service-learning process; then think about the order in which they need to be completed, and note that in the first column. Based on interest and skills, decide who will be responsible for completing each task, and assign a due date so everything will be ready on time!

Order (1st, 2nd etc.)	Description of Task	Who will do it?	Relationship to Project (Does this task have to wait for another task to be done first? What other tasks will depend upon this task being completed?)	Time Needed for Task (Best guess)	Due Date	Completed
1 Investigation (Identify a local, national, or global need you would like to address)						
2 Preparation and Planning (Develop a strategy for change and a common vision for success)						
3 Action (Implement the service activity to make a difference)						
4 Reflection (Think about how your service and learning relate to you, your community, and your future.)						
5 Demonstration / Celebration (Showcase your results and celebrate your outcomes)						



The timing of your Semester of Service will depend upon a number of factors: the days of service you choose for your launch and culminating events, how much time you have to devote, how much help you will have. The following is a suggested guide - adapt it to fit your project.

Weeks 1-3: Investigation, Preparation and Planning, 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.
- Identify community assets, needs, and priorities; decide what issue you will address.
- Begin to collect your baseline data – what is the current state of the community need?.
- 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 or other national day of service 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.

Week 13: Demonstration/Celebration, Reflection

- Complete final culminating event planning for Global Youth Service Day or other day of service.
- Confirm media.
- Document and take pictures of your project as it is happening.
- 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. Please also consult the Global Youth Service day ToolKit for additional resources; see www.YSA.org/GYSD .

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.

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 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

Publicity and Media

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 communications@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 59, “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 communications@YSA.org to have your project highlighted on the GYSD media page, and upload your photos and videos to the GYSD Flickr and YouTube pages.



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 three to six 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 a 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



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 W's 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.



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.

¹⁸ 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 • Secretary • 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.

¹⁹ 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.** Elected officials will be most interested in your *Semester of Service* activities if you are dealing with an issue that is also a priority for them as well. Inform them about your *Semester of Service* focus, planned events, and/or campaign, and ask them to join with you.
- **Get to know the staff!** Professional lobbyists and others who interact frequently with elected officials know how important it is to cultivate an ongoing relationship with these assistants; not only are they more accessible, they also have been doing the issue research – which could also help you – and they can help bring your program to the attention of the elected official.

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 when²⁰:

- 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?

KWL Chart

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 Presentation

Ask students to make a poster that describes the issue they are working on and gives information about the organization with whom 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/Bus 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 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 by . . .?"

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.

Intergenerational 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 following 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?



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?
- **Complete the online YSA Evaluation.** Share your results with us! YSA will be looking for how your *Semester of Service* met our goals of **scale** (number of participants); **diversity** (and especially, how were able to attract youth traditionally not asked to serve); **impact on youth** (how your *Semester of Service* changed you); and **impact on community** (how you changed your community by what you did for your *Semester of Service*.)

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, it is a nice idea to send “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" **GYSD2011 (#GYSD2011 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* using Twitter, visit www.gysd.org/share.



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 75-77)
- 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

Glossary of Terms Used by YSA



YSA introduces and uses a number of specific terms to identify key elements in its grant application, project development and implementation processes. The following reference guide will help you understand what each term means.

Community Impact: the effect of the service-learning project or program on the identified community need. Community impact is assessed by comparing the state of the need when first identified and after the project is completed, noting changes in the community that can be associated with the project or program.

Community Need: a problem or issue in the identified community (school, neighborhood, or local/global community-at-large) that youth plan to address through their service-learning efforts.

Community Partners: organizations, agencies, or other entities that can help connect young people with identified community needs, or facilitate the service-learning experience by providing a site or focus for student service and/or other forms of support. Examples of community partners include the local food bank, parks department, homeless shelter, local businesses, and government or community advocacy groups.

Diversity: the result of the intentional outreach to and inclusion of youth traditionally not asked to serve or participate because of their race, ethnicity, socioeconomic status, physical or intellectual abilities, or special circumstances such as involvement in foster care, the judicial system, refugee status, etc. Diversity is best achieved through the provision of inclusive, accessible service opportunities.

Highly Visible Project Days: national days of service – such as Martin Luther King, Jr. Day of Service, and Global Youth Service Day – that bring local and national attention to the youth service movement, highlighting positive contributions by young people to their local, national, or global communities.

Number of People Served: community beneficiaries of the service project or program. This number does not include the youth who, as volunteers or service providers, are planning, implementing, and participating in the service-learning project.

Number of Youth Volunteers: total number of youth (ages 5-25) who will volunteer with the project. This number includes both ongoing and episodic (one-time) youth volunteers.

Publicity: promoting the project, program or specific events associated with it to the community through marketing, media communications, and the engagement of public officials.

Recruitment: strategies to engage a diverse group of youth volunteers who will plan, participate in, and implement the service-learning project either on an on-going basis or as episodic (one-time) volunteers.

Reflection: planned activities that prompt deep thinking and analysis about oneself and one's relationship to society.²¹ Through intentional reflection, children and youth have the opportunity to become aware of the impact of their project or program, on their knowledge, on the identified community need, and on their role within the selected community.

Replication: the ability for the project or program to be sustained, introduced to and reproduced by others, and increased in scale.

Student Achievement: the impact of academic content introduced and/or standards met by participating youth in the process of implementing the service-learning project or program. Student achievement is assessed by comparing student knowledge at the outset of the project and after the project is completed, noting the impact of new or enhanced learning.

Workforce Readiness and Life Skills: aptitudes and assets experienced through participation in the project or program that help youth prepare for post-secondary education, employment and career, and life experiences. Examples of workforce readiness and life skills include teamwork, personal management, problem solving, communication, and employment or career exploration.

Youth Voice: the inclusion of young people as a meaningful part of the creation, preparation and planning for, and implementation of service (and service-learning) opportunities.²²

²¹ National Youth Leadership Council, 2008

²² See also, Fredericks, L., Kaplan, E., & Zeisler, J. (2001). *Integrating youth voice in service-learning. Learning In Deed Issue Paper*. Denver, CO: Education Commission of the States. <http://www.ecs.org/clearinghouse/23/67/2367.pdf>

Seasons of Service Calendar: October, 2010 - September, 2011

OCTOBER 2010

September 15-October 15

National Hispanic Heritage Month
www.hispanicheritagemonth.gov

October (month)

Domestic Violence Awareness Month
<http://dvam.vawnet.org>

October 16

World Food Day
www.worldfooddayusa.org

October 17-23

Teen Read Week
www.ala.org/teenread

October 18-22

America's Safe Schools Week
<http://www.nationalsave.org/main/safe%20schools%20week.php>

October 21

Lights on Afterschool
www.afterschoolalliance.org/loa.cfm

October 23

Make a Difference Day
<http://www.usaweekend.com/section/MDDAY>

NOVEMBER 2010

November (month)

National American Indian and Alaska Native Heritage Month
www.ihs.gov/PublicAffairs/Heritage/Index.cfm

November 11

Veteran's Day
www1.va.gov/opa/vetsday

November 15

America Recycles Day
www.americarecyclesday.org

November 14-20

National Hunger and Homelessness Awareness Week
www.nationalhomeless.org/projects/awareness/index.html

November 21-27

National Family Week
www.nationalfamilyweek.org

DECEMBER 2010

December 1

World AIDS Day
www.worldaidscampaign.org

December 5

International Volunteer Day
<http://www.worldvolunteerweb.org/intl-vol-day.html>

December 10

Human Rights Day
www.un.org/depts/dhl/humanrights

JANUARY 2011

January (month)

National Mentoring Month
www.nationalmentoringmonth.org

January 17

Martin Luther King, Jr. Day of Service
www.mlkday.gov

FEBRUARY 2011

February (month)

African American History Month
www.africanamericanhistorymonth.gov

February 1-April 13

National Green Week
www.nationalgreenweek.com

February 14-20

Random Acts of Kindness Week
www.actsofkindness.org

MARCH 2011**March (month)**

Best Buddies Month
www.bestbuddies.org

March 2

Read Across America Day
<http://www.nea.org/readacross/>

March 8

International Women's Day
www.internationalwomensday.com

March 10-16

Girl Scout Week
www.girlscouts.org

March 22

World Water Day
www.worldwaterday.net

March (To Be Announced)

Cesar Chavez Day of Service
and Learning
www.chavezfoundation.org

APRIL 2011**April (month)**

Days of Interfaith Youth Service
<http://ifyc.org/events/diys>

April 1-3

Areyvut Make a Difference Day
http://www.aryvut.org/aryvut_in_action/make_a_difference_day/

April 10-16

National Library Week
<http://www.ala.org/ala/aboutala/offices/pio/mediarelationsa/factsheets/nationallibraryweek.cfm>

April 10-16

Week of the Young Child
www.naeyc.org/woyc

April 15

National Day of Silence
www.dayofsilence.org

April 15-17

Global Youth Service Day
www.gysd.org

April 10-16

National Volunteer Week
<http://www.handsonnetwork.org/nationalprograms/signatureevents/nvw>

April 22

Earth Day
www.earthday.net

April 25

World Malaria Day
www.malarianomore.org
www.rollbackmalaria.org/worldmariaday

April 17

J-Serve
www.jservice.org

MAY 2011**May (month)**

Asian Pacific American Heritage Month
www.asianpacificheritage.gov

May 1

Law Day
www.abanet.org/publiced/lawday/home.shtml

May 8

World Red Cross/Red Crescent Day
<http://www.ifrc.org/meetings/>

May 9

World Fair Trade Day
www.wftday.org

May 7-14

AmeriCorps Week
www.americorpsweek.gov

May 8-June 19 (Mother's Day-Father's Day)

National Family Month
www.kidspeace.org/nationalfamilymonth.aspx

May 15-21

Be Kind to Animals Week
www.americanhumane.org/protecting-animals/special-events/be-kind-to-animals-week

JUNE 2011**June (month)**

Gay and Lesbian Pride Month
http://en.wikipedia.org/wiki/Gay_and_Lesbian_Pride_Month

June 5

World Environment Day
<http://www.unep.org/wed/>

June 20

World Refugee Day
www.unhcr.org/pages/49c3646c458.html

JULY 2011**July (month)**

Park and Recreation Month
<http://www.nrpa.org/july/>

July 11

World Population Day
www.unfpa.org/wpd

AUGUST 2011**August 1**

National Kids Day
www.kidspeace.org/nationalkidsday.aspx

August 9

International Day of World's Indigenous Peoples
www.un.org/depts/dhl/indigenous

August 12

International Youth Day
www.un.org/esa/socdev/unyin/iyouthday.htm

SEPTEMBER 2011**September (month)**

Hunger Action Month
www.hungeractionmonth.org

September 11

National Day of Service and Remembrance
www.911dayofservice.org

September 17

Constitution Day
www.constitutionday.cc

September 21

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

Annotated Semester of Service Resource List



YSA RESOURCES

<http://ysa.org/grants>

Micro-grant funding for service and service-learning initiatives, offered through various programs

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

<http://ysa.org/resources>

A rich variety of free resources for youth, educators, service-learning coordinators and community-based organizations, featuring planning guides, issue modules, and tip sheets

ServiceWire Conference and Event Calendar

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

Listing of service-learning and service-related conferences and events

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

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 projects 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 Martin Luther King, Jr. 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/media/uploads/martinlutherkinglearningguide.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 SERVICE-LEARNING

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

by U.S. Department of Labor's Office of Disability Employment Policy (ODEP), in partnership with 21 other federal agencies

http://www.disability.gov/community_life/disability_etiquette

List of resources on how to communicate with and about people with disabilities and how to use people-first language

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.servicelearning.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 Service-Learning Standards of 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/styles/pilambda/defiles/EH_80-4.pdf?phpMyAdmin=qP9IOwxFnNqzbzposLtMaIH-uhu6

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 Service-Learning Standards of Quality Practice

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

National Youth Leadership Council

www.nylc.org

A leader in the national youth service-learning movement, NYLC offers multiple resources to enhance service-learning practice





www.YSA.org/semester