

Service Learning Project

Use this guide to help you plan, implement, and share your service learning project.

How Do I Plan My Service-Learning Project?

Service-learning is relatively easy to initiate in a classroom if you understand the underlying concepts of service-learning and are open to the opportunities that present themselves. There are five steps in the initiation of a successful service-learning unit. These steps include brainstorming, focusing, implementing, evaluation and reflecting.

The Best Service-Learning Programs:

1. Are bound directly to the academic curriculum.
2. Meet a real community need.
3. Provide for structured group reflection time.
4. Are student-centered.
5. Engage students in group decision making and problem solving.
6. Find ways to match the skills and talents of students with the needs of the community.
7. Provide a wide variety of options for students.
8. Provide recognition for services rendered.

Designing your Service Learning Project

Brainstorm

Step 1

To start a service-learning unit in your classroom first look at your community. This could be your school, your neighborhood, your city or a larger area such as a state, nation or the world. What needs can you identify that might be met while studying a particular subject you teach or in developing a skill for which you are responsible? Look at issues that are covered in the local media, talk with the students in your room. At this point, do not restrict or eliminate any suggestion. This is the brainstorming phase.

1. Briefly discuss the three GNGP stories that you have read and listened to.
 - a. Decide as a class which story you would like to use as inspiration for your own service learning project.
2. Brainstorm ideas for a service learning project that you and members of your class might want to do. Use the space provided below to record ideas. Remember, at this point don't reject any ideas; just write them down.

Service Learning Ideas: (see ideas page at the back of this planning guide)

Focus

Step 2

Next, examine each idea. Will it solve a real need that is not already being met in some other way? Will both the students and those being served benefit from the process? Is it possible to do considering the limitations and the resources you have available? Talk with your classmates, teachers, and parents. Modify the idea! Shape it! This part we call focusing.

Use these guiding questions to help you to focus on a few service learning ideas:

1. Does the idea relate to something that we have learned about in class?
2. Does the idea meet a real community need?
3. Will we have time to complete the project and reflect and share with others?
4. Is the project about something that we care about?
5. Is there a clear problem that we are trying to solve? What is it?
6. Does this project match the talents and resources of our group?
7. Does this project allow each of us to shine in a unique way?
8. Will we be able to share what we have done with the community and publicly recognize each other's contributions?

Write your focus list in the space below by choosing 3-5 ideas that best fit the guiding questions above.

Plan and Do

Step 3

Use the space below to create a list of materials and or resources that you will need to gather. Set a timeline for completing your service learning project.

Materials and Resources

What do we need?	Where will we get it?	Who will get it?

Timeline with actions steps:

What needs to be done?	Completion Date	Who will do it?
Take photos and videos during and after the project!		

Reflect

Step 4

Reflect: It is important to think about and record your experience, so that you can share what you did with others, learn from your experiences, and think about what actions you will take next. You do not have to answer all of the questions below, but use them to help you think and write.

What Happened? (Describe objectively what happened, describe important incidents, how did you feel?)

What did you learn? (Did you learn a new skill, interest, or way of thinking about something? Was the experience different from what you expected? Did you have to solve an unexpected problem? What good did you do?)

What will you do? (What would you like to learn more about, related to this project or issue? What information can you share with your peers or community volunteers? If you were in charge of the project, what would you do to improve it? If you could do the project again, what would you do differently? What will you do next?)

Celebrate and Share!

Step 5

Combine what you wrote in your reflection along with photos, video, or even artistic representations of your experience. Create a presentation to help you celebrate and share your completed service learning project. You might do this individually or create a presentation with a team.

Ideas: Ways to celebrate and share

- Create a poster
- Make a PowerPoint presentation
- Design a model
- Make a shoebox diorama
- Use a 3-panel display board
- Make a timeline
- Create a board game incorporating key elements.
- Write a [poem](#)
- Make a TV or radio commercial
- Make a collage
- Make a mobile
- Create a flowchart or diagram
- Video record an interview with your team
- Create a scrapbook or photo album
- Give a live and/or video presentation
- Make a pamphlet or brochure
- Write a newspaper article
- Perform a puppet show; hold a mock court case
- Create an episode of a reality or game show
- Have a panel discussion of “experts”
- Compose a rap or other song
- Design a comic strip about the topic
- Write a [fable or myth](#) about the topic and record a dramatic telling
- Post about the topic on social media
- Do a newscast
- Write an advice column with several problems related to the topic
- Create a cheer relevant to the topic
- Make a short documentary film
- Create a mini book with one fact/idea per page
- Write a [handbook](#) or instruction book
- Create a newsletter

Ideas for Service Learning Projects

- Start an information campaign for a health or prevention topic.
- Clean up a vacant lot and landscape with native vegetation.
- Start a letter-writing club to students in other states or countries and share stories with school.
- Clean up a local stream, park or pond.
- Establish a club to help an elderly neighbors.
- Write stories about the history of your town for your newspaper or students in younger grades.
- Research local service agencies and conduct a fundraiser to highlight and support one.



- Make maps of your town for newcomers and highlight useful community resources.
- Survey your school or neighborhood to find out what gifts and talents people have that could advance the school's mission. Publish the results.
- Survey your school or neighborhoods to find out what people think are issues that need to be addressed. Publish the results.
- Create a flier to educate your community about an important issue.
- Create a public service announcement (PSA) for a local radio station.
- Produce an anti-crime anti-drug, anti-violence play and perform it for others.
- Create and distribute a list of hotlines or agency links for kids who might need help.
- Research the need to reduce litter inside and outside your school or other public areas and propose solutions
- Test school and community drinking water for lead and inform people of lead issues.
- Start or encourage a recycling program at your school.
- Fundraise for money to plant trees or gardens in your community.
- Start an environmental club at your school.
- Hold a recycling contest.
- Make posters or collages that promote tolerance and understanding of difference. Post them in your school. Start a club to promote peace and tolerance.
- Plan and host an Ethnic Awareness week.
- Find, interview and write histories of diverse people in your community.
- Volunteer to tutor students who need help with academic work or social skills.
- Make New Kid Survival Kits for new students to your school.
- Learn and create a program to teach about good nutrition.
- Interview seniors and report on – personal histories, community, and stories of character...
- Teach a class on the importance of getting healthy and staying healthy.
- Create fliers to distribute to pet owners about the nutritional needs of pets
- Make gift baskets and deliver to seniors.
- Help disadvantaged children make gifts to give to other people.
- Collect shoes, eyeglasses, etc. for children in a third world country
- Purchase or write a children's reading book and read to and give away books to children in hospitals.

- Hold a clothing drive and deliver items to homeless shelters.
- Hold a food, clothing drive and provide to local charity.
- Hold a used book sale. Donate the money to school library or literacy group.
- Collect used and new books to give to a hospital, nursing home, shelter, or preschool.
- Organize a reading hour for children at your school or library.
- Make reading or math flashcards for primary students.
- Set up a buddy system at your school for kids with special needs.
- Organize a public issues forum for speakers running for local political office.
- Make a flyer of after-school safety tips for young children
- Organize a first-aid training session for your school, club, or community
- Sing, perform a play, give a magic show, host a dance, or play an instrument for senior citizens.
- Research your community and write a children's book with a younger student on your community.
- Write stories and story questions to read to younger children.
- Hold an "Elderfair" at a local senior center.
- Become pen pals with residents of a local senior center.
- Start a bird sanctuary. Build birdfeeders, plant trees, write journal entries about birds for younger grades.
- Create a student-run conference on a topic. Have booths, breakout sessions, and speakers.
- Establish long-term service programs that future classes can continue.
- Lobby city/state officials to pass laws or ordinances of concern to you.
- Develop booklets on cultures within your school or community. Give them to the library and the Chamber of Commerce
- Organize and host an event to help prepare students making the transition to (middle school, high school, college).
- Begin a youth-philanthropy board and fundraise to support topics of concern to board.
- Conduct water sampling of local streams, lakes and ponds and provide results to State Dept of Natural Resources.
- Organize and administer a school store to sell school supplies and clothing with school logo/mascot and donate profits to charity.

Source: <https://www.ethicsed.org/project-ideas-for-service-learning.html>

NM Social Studies Standards Addressed by this Activity

Inquiry	<p>6.14. Create maps, charts, infographics, or digital media that communicate research findings or other significant information.</p> <p>7.13. Engage in positive civic behaviors to make decisions and take action in classrooms, schools, and communities.</p> <p>9-12.Econ.12. Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school contexts.</p>
Civic Dispositions and Democratic Principles.	<p>7.28. Describe the role of citizens in ensuring the long-term survival of their community, including cooperation, obligations, rights, and responsibilities.</p> <p>8.26 Describe the role of community members in ensuring the long-term survival of their community, including cooperation, obligations, rights, and responsibilities.</p>
English Language Arts Standards » Speaking & Listening	<p>CCSS.ELA-LITERACY.SL.9-10.1.B</p> <p>Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p>

Unesco Global Citizenship Standards addressed in this GNGP lesson

Global Citizens, is a learning series that addresses topics of Global Citizenship. According to The United Nations “While the world may be increasingly interconnected, human rights violations, inequality and poverty still threaten peace and sustainability.

Global Citizenship Education (GCED) is the United Nations Educational, Scientific, and Cultural Organization’s (UNESCO) response to these challenges. It works by empowering learners of all ages to understand that these are global, not local issues and to become active promoters of more peaceful, tolerant, inclusive, secure and sustainable societies.”

Global Education, learning series focuses on UNESCO’s Global Citizenship Domains of Learning. (link to sample activity: <https://forms.gle/HnJy84XkmJpLSURy8>)

Each learning activity address one of the learning objectives below:

Global Citizenship		
<p>While the world may be increasingly interconnected, human rights violations, inequality and poverty still threaten peace and sustainability.</p> <p>Global Citizenship Education (GCED) is UNESCO’s response to these challenges. It works by empowering learners of all ages to understand that these are global, not local issues and to become active promoters of more peaceful, tolerant, inclusive, secure and sustainable societies.</p> <p>Global Citizenship Domains of Learning: (Citation see link below)</p> <p><small>https://unesdoc.unesco.org/in/documentViewer.xhtml?v=2.1.196&id=p:usmarcdef_0000232993&file=/in/rest/annotationSVC/DownloadWatermarkedAttachment/attach_import_59f36c73-b9c9-4898-aea4-f93623d8a898%3F_%3D232993eng.pdf&locale=en&multi=true&ark=ark:/48223/pf0000232993/PDF/232993eng.pdf#998_15_ED_EN_int.indd%3A,16820%3A424</small></p>		
Key Learning Outcomes		
Cognitive	Socio-Emotional	Behavioral
<ul style="list-style-type: none"> Learners acquire knowledge and understanding of local, national and global issues and the interconnectedness and interdependency of different countries and populations Learners develop skills for critical thinking and analysis 	<ul style="list-style-type: none"> Learners experience a sense of belonging to a common humanity, sharing values and responsibilities, based on human rights Learners develop attitudes of empathy, solidarity and respect for differences and diversity 	<ul style="list-style-type: none"> Learners act effectively and responsibly at local, national and global levels for a more peaceful and sustainable world Learners develop motivation and willingness to take necessary actions
Key Learning Attributes		
Cognitive	Socio-Emotional	Behavioral
<p>Informed and critically literate</p> <ul style="list-style-type: none"> Know about local, national and global issues, governance systems and structures Understand the interdependence and connections of global and local concerns Develop skills for critical inquiry and analysis 	<p>Socially connected and respectful of diversity</p> <ul style="list-style-type: none"> Cultivate and manage identities, relationships and feeling of belongingness Share values and responsibilities based on human rights Develop attitudes to appreciate and respect differences and diversity 	<p>Ethically responsible and engaged</p> <ul style="list-style-type: none"> Enact appropriate skills, values, beliefs and attitudes Demonstrate personal and social responsibility for a peaceful and sustainable world Develop motivation and willingness to care for the common good

Topics		
1. Local, national and global systems and structures 2. Issues affecting interaction and connectedness of communities at local, national and global levels 3. Underlying assumptions and power dynamics	4. Different levels of identity 5. Different communities people belong to and how these are connected 6. Difference and respect for diversity	7. Actions that can be taken individually and collectively 8. Ethically responsible behaviour 9. Getting engaged and taking action